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ABSTRACT

Each of the seven annotated bibliographies in this volume is concerned with the acquisition of English as a Second Language (ESL) by groups of learners who share a common first language or culture. Each bibliography was compiled by an advanced ESL student who is a native speaker of a language referenced by the bibliography. The first bibliography, "Japanese Learners of English," contains annotated entries categorized into five subjects: phonology; syntax; student interaction; learning styles and strategies; and reading, writing, and rhetoric. "Chinese Learners of English" is intended to assist teachers and researchers who are seeking periodicals and unpublished materials relating to Chinese speaking learners of ESL. "Thai Learners of English" has entries divided into two broad areas: English education in Thailand and English language acquisition by Thai speakers. "Indic Learners of English" lists articles and annotations about English language learning by speakers of Hindi/Urdu, Marathi, Punjabi, and Tamil while "Spanish Learners of English" deals only with Spanish-speaking ESL students. Finally, two bibliographies, "Studies on Arab Learners of English" and "Arabic-Speaking Learners of English", concentrate on research on Arabic ESL students. (JL)

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Second Language Acquisition: Selected, Annotated Bibliographies on Japanese, Chinese, Thai, Indic, Spanish, and Arabic Learners of English

Volume 1

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Volume 1

Dan J. Tannacito, Compiler
Indiana University of Pennsylvania
May 1990

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PREFACE

This collection of bibliographies is the third in a series produced by students for coursework in the master's program in TESL/TEFL and the doctoral program in Rhetoric and Linguistics at Indiana University of Pennsylvania and deposited in the ERIC system. The earlier volumes, ESL/EFL Methodology: Topical, Annotated Bibliographies, vol. 1, compiled by Dan J. Tannacito and Jerry G. Gebhard and ESL/EFL Methodology: Topical, Annotated Bibliographies, vol. 2, edited by Dan J. Tannacito, covered topics relevant to the teaching of ESL/EFL learners, such as teaching oral communication, error treatment, and vocabulary teaching.

The bibliographies presented in this volume were developed by students as projects for my graduate course Second Language Acquisition (EN 743), mostly from Spring semester 1990. The assignment was to select and annotate recent research on second language acquisition which deals with the learning or acquisition of English by a single group of learners. Since most of the bibliographers are themselves advanced students of English as a secondary language, they chose topics related to learners with similar backgrounds or related to learners with whom they had teaching experience. This choice assisted their comprehension of the material. The collaborative aspect of the project stimulated them to share their bibliographic skills and to discuss the research they found most relevant and informative. While the project enabled students to become acquainted for the first time with research in second language acquisition, most students subsequently wrote research papers, either rhetorical or data-based, that investigated or applied a particular aspect of the research they surveyed in their bibliographies. The project, thus, served as a knowledge base supplementing class discussion, readings, and lectures. The bibliographies and research papers illustrate their effort to enter the discourse community of second language acquisition.

The scope of these bibliographies is restricted to articles and papers appearing since 1985 (with the exception of the bibliography by Abdul-Latif Sheik Ibrahim, "Studies on Arab Students of English") Entries follow the citation conventions of the American Psychological Association. and annotations usually are limited to 50 words per entry. Some of the bibliographies have been classified. The bibliographies are offered as work-in-progress; no editing of errors either factual or formal has been undertaken at this point. Nonetheless, the hope is that they represent a useful collection for other researchers.

Dan J. Tannacito May 10, 1990

An Annotated Bibliography in Second Language Acquisition of Japanese Learners of English

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EN743 Second Language Acquisition

INTRODUCTION

This bibliography contains abstracts of articles published or presented from 1985 to present dealing with Japanese adult learners of English. Since the focus is on the process of second language acquisition, learner-centered research articles are collected. Thereare two types of articles: (a) those using only Japanese as research subjects and (b) those using Japanese as a part of research subjects. In the latter case, only those studies that show characteristics of Japanese subjects are included. The articles are categorized into five sections: (a) those dealing with phonology, (b) those dealing with syntax, (c) those dealing with reading, writing, and/or rhetoric, (d) those dealing with students interaction, and (e) those dealing with students' learning styles and/or strategies.

The sources of the abstracts are provided at the end of each abstract. Modified abstracts followed by (ST/___) indicate the sources of original abstracts. (ST) indicates those abstracts written specifically for this bibliography.

Phonology

Arai, K. (1988). Listening for meaning: English phoneme perception by Japanese students. Sophia Linguistica, 26, 185-192.

An experiment in the perception of phonemes with focus on the influence of the knowledge of the words and the information from contexts within which the words are embedded is reported. The result suggests the influence of the knowledge of the meaning of the word on phoneme perception both within and with out context, and furthermore, implies the importance of vocabulary in SL acquisition. (ST/LLBA)

Henly, E., & Sheldon, A. (1986). Duration and context effects on the perception of English /r/ and /l/: A comparison of Cantonese and Japanese speakers. Language Learning, 36(4), 505-521.

Examination of the role of duration in the perception of phonemic contrast by Cantonese speakers showed that increased duration was not sufficient to facilitate perception; differences in the perception of the two sounds by Japanese and Cantonese speakers were partially explained by differences in the phonological constraints of their respective native languages. (ERIC)

Koda, K. (1989). Effects of L1 orthographic representation on L2 phonological coding strategies. Journal of Psycholinguistic Research, 18(2), 201-222.

The effects of two types of phonological interference on short-term memory performance were examined in a study in which adults with four different languages---Japanese, Arabic, Spanish, and English---served as subjects. Results indicate that phonological encoding is predominant in STM encoding regardless of the language being used and that L1 processing strategies are transferred to L2. (ST/LLBA)

Major, R. C. (1987). Variation in Japanese learners of English. Paper presented under the title "Task variation in L2 phonology" at the Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching, Tampa, FL. (ERIC ED 299 806)

A study investigated the relationship between language style and variability in the phonology of adult Japanese learners of English. The results revealed systematic patterns in style and variability and an interaction of transfer and developmental processes. (ST/ERIC)

Mann, V. A. (1986). Distinguishing universal and language-dependent levels of speech perception: Evidence from Japanese

listeners' perception of English "l" and "r". Cognition, 24(3), 169-196.

This study shows that native speakers of Japanese may be unable to correctly identify the phonemes /l/ and /r/ in spoken English; nevertheless, in perceiving English utterances, they respond to the different acoustic patterns that convey /l/ and /r/. It is suggested that there may exist a universally shared level where the representation of speech sounds more closely corresponds to the articulatory gestures that give rise to the speech signal. (ST/LLBA)

Saunders, N. J. (1987). Morphophonemic variation of clusters in Japanese English. Language Learning, 37(2), 247-272.

Examines the word-final, voiceless, stop-sibilant clusters formed by the attachment of -z morphemes to verbs and nouns in the speech production of Japanese learners of English. Reduction is the favored production strategy, but epenthesis is also used. Noun attachments are subject to less error than are verb attachments. (ERIC)

Saunders, N. J. (1987). Sources of error: The third person singular present in Japanese learner English. JALT Journal, 8(2), 119-129.

Examines the errors in the third person singular morpheme of spontaneous speech of adult Japanese EFL learners. Sentence length and grammatical complexity were found to be significant factors in the error rate, as was phonological interference and lexical choice. (ST)

Suenobu, M., Kanzaki, K., Yamane, S., & Young, R. (1986). Listening comprehension and the process of information acquisition by non-native speakers of English. IRAL, 24(3), 239-248.

Examined is the process of information acquisition as related to speech perception errors by Japanese learners of English. The results show that up to the fourth exposure the information acquired increases, but at a decreasing rate with each exposure. Also suggested is that transcription task facilitates the acquisition. (ST/LLBA)

Suzuki, S. (1986). Interlanguage phonology by Japanese learners of English. Sophia Linguistica, 20/21, 297-301.

Rules are presented for IL phonology uttered by Japanese learners of English. The most frequent cause of the shape of IL phonology is NL transfer, followed by divergent transfer, spelling interference, and independence of IL. It is noted that the IL phonology depends on the TL and NL and is at the same time independent of the TL and NL.

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(ST/LLBA)

Tarui, K. (1986). Production practice effect on acquisition of English rhythm. Sophia Linguistica, 20/21, 303-312.

Studied are the differences in speech rhythm of English and Japanese. It is shown how Japanese learners of English obtain English rhythm and how effectively English rhythm can be mastered by scientifically planned lessons constructed after a comparative study of both the English and Japanese sound systems. (ST/LLBA)

Watanabe, K. (1988). Sentence stress perception by Japanese students. Journal of Phonetics, 16(2), 181-186.

It was found that stress was correctly perceived by the Japanese students significantly more frequently in utterances with a falling or rising-falling tone or a falling contour than in utterances with rising contour. Judgment accuracy was found to correlate positively with pitch differences between the highest and second highest syllables in the utterance. (ST)

Yoshida, K., Saito, M., Matsumoto, Y., Hayakawa, Y., Nemoto C., Tanaka, M., & Iwahashi, Y. (1988). [Phoneme perception and lexical knowledge in SLA]. Sophia Linguistica, 23/24, 237-243.

An experiment concerning the effects of lexical knowledge in the sound perception of SL learners is reported. The results showed that the subjects tended to mishear nonsense words as phonetically similar sense words, and that they also tended to mishear less familiar words as phonetically similar, more familiar words. (ST/LLBA)

(6)

Syntax

Eckman, F. R., Moravcsik, E. A., & Wirth, J. R. (1989). Implicational universals and interrogative structures in the interlanguage of ESL learners. Language Learning, 39(2), 173-205.

The validity of two implicational universals regarding constituent order in questions is tested in the English speech of native speakers of Japanese, Korean, and Turkish. The interlanguage evidence is found to be supportive of the two universals. (ST/AA)

Flynn, S. (1987). Contrast and construction in a parameter setting model of L2 acquisition. Language Learning, 37(1), 19-62.

The parameter-setting model of universal grammar provides a basis for integrating two theories of second language acquisition: contrastive analysis and creative construction. The elicited responses of adult native speakers of Japanese and Spanish were examined. The head-initial/head-final parameter was the principle explored. (ST/ERIC)

Fuller, J. W. (1987). Topic-prominence in interlanguage. Language Learning, 37(1), 1-18.

Investigates the role of topic-comment structure and the frequency of topic-prominence in the oral interlanguage of Japanese, Chinese, Korean, Arabic, Farsi, and Spanish speaking adult ESL students. Results indicate that second language learning is generally characterized by an early topic-comment stage, independent of the learners. (ERIC)

Harrington, M. (1987). Processing transfer: Language-specific processing strategies as a source of interlanguage variation. Applied Psycholinguistics, 8(4), 351-377.

A sentence interpretation experiment conducted with university-age native English speakers, Japanese ESL speakers, and native Japanese speakers suggested caution in attempting to typify languages on the basis of processing stategies drawn from probabilistic tendencies evident in grouped data. (ERIC)

Heckler, E. E. (1985). The acquisition of the passive by ESL learners. (ERIC ED 257 321)

The acquisition of the passive sentence structure by adult learners (Japanese, Arabic, and Spanish) of ESL was studied. The Japanese gave the greatest number of correct responses for each structure; the Arabs' responses were close behind; and the Spanish gave the fewest correct responses. Types

of sentence structures that were easier/harder to learn are also identified. (ST/ERIC)

Lakshmanan, U. (1986). The role of parametric variation in adult second language acquisition: A study of the "pro-drop" parameter. PALM, 2(1), 97-118.

Reported is a study in which the possibility of transfer of pro-drop structures from native (Japanese, Spanish, and Arabic) to second language was examined. No significant differences were found between any of the groups in responses to sentences with missing subjects. None of the groups had difficulty with V-subject word order. (ST/LLBA)

Master, P. (1988). Acquiring the English article system: A cross-linguistic interlanguage analyses. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL. (ERIC ED 298 768)

A study examined second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages (Japanese, Chinese, Russian, Spanish, and German). The results indicate that English article usage, particularly at the beginning levels, is clearly influenced by the first language. (ST/ERIC)

Parrish, B. (1987). A new look at methodologies in the study of article acquisition for learners of ESL. Language Learning, 37(3), 361-383.

A longitudinal study of a Japanese-speaking learner of English as a second language analyzed the learner's article system and found that it was not target-like but also not totally random. (ERIC)

Schumann, J. H. (1986). Locative and directional expressions in basilang speech. Language Learning, 36(3), 277-294.

Analysis of English basilang speech of Chinese, Spanish, and Japanese speakers indicated that oriental subjects tended not to use prepositions and that Spanish-speaking subjects tended to use "in" to express most locative meanings. (ST/ERIC)

Takashima, H. (1989). How Japanese learners of English answer negative yes/no questions---A case of language transfer. IRAL, 27(2), 113-124.

Negative yes/no questions require a different response in Japanese than in English. An experiment is reported in which difficulties with these types of questions for Japanese learners of English are evaluated. Implications for teaching are discussed. (ST/LLBA)

Tanaka, S. (1987). The selective use of specific exemplars in second-language performance: The case of the dative alternation. Language Learning, 37(1), 63-88.

An examination of the selective use of two give structures by Japanese college students within a framework of transfer and markedness. A theory of scaler markedness is favored over a theory of binary markedness as far as acceptability judgment tasks are concerned. (ST/LLBA)

Tarone, E. E. (1985). Variability in interlanguage use: A study of style-shifting in morphology and syntax. Language Learning, 35(3), 373-403.

Describes a study on the English language use of native speakers of Arabic and Japanese in three task conditions. Results support the hypothesis that the utterances of second language learners show systematic variability related to task. (ST/ERIC)

Yamaoka, T. (1988). A semantic and prototype discussion of the 'Be easy to V' structure: A possible explanation of its acquisition process. Applied Linguistics, 9(4), 385-401.

In order to show the validity of a semantic approach to language acquisition, experimental data were gathered from Japanese adult learners of English. It is suggested that the acquisition of the structure starts with its identification in the prototype sentences and that it is gradually applied to more peripheral types. (ST/LLBA)

Zobl, H. (1987). Categorial distribution and the problem of overgeneration. Second Language Research, 3(2), 89-101.

An overgeneration found in the English production data of Japanese speaking learners is examined. It is suggested that overgeneration is not as intractable a learnability problem if grammatical development consists of qualitative jumps in the perception of the input data rather than continuity with local modifications. (ST/LLBA)

Zobl, H. (1989). Modularity in adult L2 acquisition. Language Learning, 39(1), 49-79.

Investigated is modular functioning in adult acquisition as a source of interlanguage-primary language difference using written corpus of Japanese-English interlanguage. Data strongly support that the creation of a module interface distinct from the L1 and the L2. (ST)

Rhetoric, Reading, Writing

Christensen, T. (1986). On the potential for meaningful communication in Japanese college classrooms. Human Communication Studies, 13, 87-96.

An experiment concerning Japanese college students' ability to express themselves in English is reported. The results suggest that cultural barriers to teaching meaningful communication may not be as great as expected. (ST/ERIC)

Evans, E. E. (1988). "Advanced" ESL reading: Language competence revisited. System, 16(3), 337-346.

The difficulty in reading that advanced ESL students have is investigated. Results and analysis show some characteristics of Japanese students in comparison with native English students and other non-native English students. (ST)

Jenkins, S., & Hinds, J. (1987). Business letter writing: English, French, and Japanese. TESOL Quarterly, 21(2), 327-349.

Examination of business letters in English, French, and Japanese, focusing on prescriptive accounts in the respective languages, found that, despite amazingly similar surface characteristics, American business letters were reader-oriented, French business letters were writer-oriented, and Japanese business letters were oriented to the space between the writer and reader. (ERIC)

Kitao, K., & Kitao, S. K. (1986). Difficulties Japanese have in reading English. (ERIC ED 278 214)

The problems encountered by native Japanese-speakers in reading English are examined. The focuses are mainly on the reading process, the effect of English texts, social and cultural barriers that Japanese have on reading English, and the reason why written texts are more difficult than spoken texts. (ST/ERIC)

Koda, K. (1988). Cognitive process in second language reading: Transfer of L1 reading skills and strategies. Second Language Research, 4(2), 133-156.

An influence of L1 in L2 reading was examined using students who have different orthographic backgrounds (Japanese, Arabic, Spanish, and English). Results indicate that students use cognitive skills and strategies developed in their native language when reading English as a second language. This suggests that L1-L2 cognitive process transfer takes place in L2 reading and that orthographic structure of L1 exerts

(10)

a significant influence on cognitive process during reading. (ST/LLBA)

McLeod, B., & McLaughlin, B. (1986). Restructuring of automaticity? Reading in a second language. Language Learning, 36(2), 109-123.

Adult native English speakers and foreign students (most of them Japanese) enrolled in ESL courses and completed a reading task and a cloze test to determine reading proficiency and prediction ability. While advanced ESL students made fewer total errors than beginning students, error patterns of all ESL groups remained similar. (ERIC)

Nishimura, Y. K. (1986). Prose-organizing strategies of Japanese college students. Descriptive and Applied Linguistics, 19, 207-218.

Examined is the claim that native speakers of Japanese and English use different strategies in prose composition. Results support this claim. Major differences stem from attitudes toward the ending of the passage. Also found is that cultural transfer tends to fade with exposure to a new language. (ST/LLBA)

Perkins. K. (1988). First and second language reading comprehension. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL. (ERIC ED 304 875)

Random parallel reading comprehension tests in Japanese and English were administered to a sample of native Japanese students. Evidences for a threshold competency ceiling at which first language reading abilities transferred to second language reading abilities and that imperfect knowledge of the second language can cause difficulty in second language reading were found. (ST/ERIC)

Robb, T., Ross, S., & Shortreed, I. (1986). Salience of feedback on error and its effect on EFL writing quality. TESOL Quarterly, 21(1), 83-95.

A study contrasted four methods of providing feedback on written error made by Japanese EFL students. Analysis of the effects of the feedback provides evidence against direct correction of error in written work. (ST)

Ross, S., & others. (1988). First language composition pedagogy in the second language classroom: A reassesment. RELC Journal, 19(1), 29-48.

Evaluated the effectiveness of using native language (Japanese) based writing methods in ESL classrooms. Concluded

that Journal writing helped the ESL students. (ST/ERIC)

Shishin, A. (1985). Rhetorical patterns in letters to the editor. Journal of the Aichi Institute of Technology, (20), 17-28.

A study examined the linear and non-linear patterns of Japanese and English speakers' letters, respectively. It is concluded that cultures are not limited to one rhetorical pattern, and linear and non-linear rhetorics are universal. (ST/ERIC)

Suzuki, H., & Sato, T. (1986). The effects of rhetorical instruction on recall protocols. Paper presented at the Japan Association of Language Teaching and Learning, Hamamatsu, Japan. (ERIC ED 294 438)

A study investigated whether instruction focusing on text structure would affect Japanese college students listening comprehension. Results show that the rhetorical instruction may aid in listening to the target passage more precisely, but knowledge of the text structure does not change the learners' listening process. (ST/ERIC)

Takahashi, T., & Beebe, L. M. (1987). The development of pragmatic competence by Japanese learners of English. JALT Journal, 8(2), 131-155. (ERIC ED 283 398)

Examined was the developmental pragmatic competence of Japanese learners of English. Results showed that the L1 transfer exists in both the EFL and ESL contexts and that native language influence is generally stronger in the EFL context. Also suggested is that higher proficiency ESL learners were more subject to native language transfer than lower proficiency learners. (ST)

Takahashi, T. (1985). Language transfer and the acquisition of patterns of lexico-semantic correspondence. Revised version of paper presented at the Los Angeles Second Language Research Forum, Los Angeles. (ERIC ED 259 590)

An investigation of the language transfer in second language lexico-semantic development was administered to Japanese ESL students. The results and analyses indicated that L2 semantic development is constrained by language transfer interacting with other factors such as specific-exemplar learning. (ST/ERIC)

Watanabe, H., & Okushi, Y. (1986). Analysis of L1 and L2 reproduction in the level-of-processing approach. Descriptive and Applied Linguistics, 19, 279-291.

A study was conducted to determine how amount of information

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affects cognitive processing in L1 (Japanese/English) and L2 (English/Japanese) readers. For L1, comprehension was not affected by the length or language of the passage. For L2, length of passage significantly affected reproduction and comprehension. (ST/LLBA)

Yamada, J., Matsuura, N., & Yanase, Y. (1988). Does knowledge of romaji facilitate English reading? The Journal of General Psychology, 115(3), 229-239.

A study of the relationship between Japanese students knowledge of "romaji" (Roman letters) and their ability to read English words before being formally taught English. Results showed that knowledge of romaji and the degree of similarity between the English word and corresponding romaji determined ability to read English words. Implications for biliteracy education of Japanese students are discussed. (ST/LLBA)

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Interaction

Ehrlich, S., Avery, P., & Yorio, C. (1989). Discourse structure and the negotiation of comprehensible input. Studies in Second Language Acquisition, 11(4), 397-414.

Examined is the role of negotiations of meaning for Japanese ESL learners. The results suggest that the success or failure of meaning negotiations in providing comprehensible input depends on the point in the discourse at which they occur, not on the quantity of input. (ST)

Ross, S. (1988). Accommodation in interlanguage discourse from an EFL perspective. System, 16(3), 347-354.

Examination of the accommodation process in interlanguage discourse in a foreign language focused on the effects of various accommodation and negotiation strategies. Dyads of Japanese ESL students with different proficiency levels accommodated each other in ways similar to interaction between native and non-native speakers. (ST/ERIC)

Ross, S., & Berwick, R. (1988). Scripted and unscripted information exchange tasks: Two approaches to learner negotiation in the foreign language classroom. PASAA, 18(1), 21-31.

Reported is a study of communicative classroom interaction based on scripted and unscripted tasks using Japanese students. Students found the scripted tasks more face valid but less worthy of recommendation than the unscripted tasks. It is suggested that tasks involving free exchange of information benefit students more than structured kinds of tasks. (ST/LLBA)

Varonis, E. M., & Gass, S. (1985). Non-native/non-native conversations: A model for negotiation of meaning. Applied Linguistics, 6(1), 71-90.

This study investigates conversational interactions between native English speakers and non-native English speakers (Japanese and Spanish) by focusing on interactions among non-native speakers. Examples of discourse are given. It is suggested that NNS/NNS conversation and the function of negotiation is important in second language acquisition. (ST)

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Learning Style, Learning Strategy

Chapelle, C., & Roberts, C. (1986). Ambiguity tolerance and field independence as predictors of proficiency in English as a second language. Language Learning, 36(1), 27-45.

This paper reports the results of an investigation of the relationship between two learner characteristics, Ambiguity Tolerance and Field Independence, and adult learners' acquisition of ESL in the US (Japanese 13, Spanish 28, and Arabic 20). The results show that AT and FI accounted for a significant amount of variance on several end-of-semester performance or other variables. (ST)

Felix, L. (1988). Acculturation of returnee students: A pilot study at Sophia University. Sophia Linguistica, 23/24, 263-276.

Presented is a report of an interdisciplinary research project on returnee students. The survey shows that the returnee students have different linguistic and psychological patterns of personality and behavior that can be seen neither Japanese nor American students. (ST/LA)

Kamada, L. D. (1987). Intrinsic and extrinsic motivation learning processes: Why Japanese can't speak English. Paper presented at the Japan Association of Language Teachers' International Conference on Language Teaching and Learning, Hamamatsu, Japan. (ERIC ED 285 408)

Analyzed is intrinsically or extrinsically motivated Japanese learners of English. It is discussed that how the intrinsic motivation context changes to the extrinsic context when rewards are administered for activities that were originally intrinsic. Some suggestions are offered on how guided classroom learning may be stimulated by intrinsically motivated tasks. (ST/ERIC)

King, S. T. (1986). Cognitive correlates of culturally dissimilar word meanings in the two language of the bilingual. Paper presented at the Annual Meeting of the American Psychological Association, Washington DC. (ERIC ED 283 373)

A study assessed the effect of American/Western culture on English-speaking Japanese bilinguals. The results support the proposed existence of separately coded meaning systems and provide for separately maintained verbally mediated cognitive systems. (ST/ERIC)

McCroskey, J. C., Gudykunst, W. B., & Nishida, T. (1985). Communication apprehension among Japanese students in native and second language. Communication Research Report, 2(1), 11-15.

(15)

Levels of communication apprehension were examined among Japanese students speaking Japanese and English. The results indicate extremely high communication apprehension in native Japanese students in both languages. (ST/LLBA)

Okamura-Bichard, F. (1985). Mother tongue maintenance and second language learning: A case of Japanese children. Language Learning, 35(1), 63-89.

Reports a study which examined the degree of mother tongue maintenance and development of Japanese 6 graders temporarily residing in the US in relation to their learning of English. Also looked at factors which affected individuals' success or failure in the learning of both languages. (ST/ERIC)

Ono, H., & Hayashibe, H. (1988). [Japanese and English vocabulary level of returned college students.] Tokushu Kyoiku Kenkyu Shisetsu Hokoku/RIEEC Report, 37, 1-8.

The linguistic ability of Japanese college students who had previously spent one or more years abroad were examined. The results showed that living and educational environment and efforts in language learning were importnat in acquisition of both Japanese and English. (ST/LLBA)

Pearson, E. (1988). Learner strategies and learner interviews. ELT Journal, 42(3), 173-178.

Describes a series of interviews with Japanese speakers of English as a second language focusing on their uses of English and their life-style characteristics outside Japan. Results support current research indicating that successful language learners apply specific strategies to the task of learning. (ERIC)

Powell, L. (1986). Participant satisfaction in second language conversations. Communication Research Report, 3, 135-139.

An attempt is made to identify those elements contributing to participant satisfaction in second language conversations using Japanese students. It was found that the contribution rating of the participant's partner was a primary predictor at satisfaction. Language skills and personal contributions were also significantly associated with satisfaction, but contributed little to the variance of the model. (ST/LLBA)

Reid, J. M. (1987). The learning style preferences of ESL students. TESOL Quarterly, 21(1), 87-111.

Presents the results of a questionnaire that asked 1,388 students to identify their perceptual learning style preferences. Analyses of the questionnaires indicated that

nonnative speakers' learning style preferences often differ significantly from those of native speakers and showed unique learning style preferences of Japanese. (ST)

Tinkham, T. (1989). Rote learning, attitudes, and abilities: A comparison of Japanese and American students. TESOL Quarterly, 23(4), 695-698.

Examined is attitudes and effects of rote learning among Japanese and American students. Results show that Japanese students view rote learning more positively and that Japanese perform significantly better both recalling and recognizing new words in a new language. (ST)

Viswat, L., Duppenthaler, C., & Onaka, N. (1987). Cognitive strategies of Japanese students. JALT Journal, 8(2), 208-214. (ERIC ED 283 398)

A study was conducted to identify the learning strategies of successful learners of EFL at a Japanese senior high school. Data suggest that successful learners take more resks, monitor their own performance and that of others, stress the importance of communicating meaning over grammatical accuracy and use good memorization devices. (ST)

Wenden, A. L. (1986). What do second-language learners know about their language learning? A second look at retrospective accounts. Applied Linguistics, 7(2), 186-205.

Reported is a study that interviewed 25 (8 Japanese) university students in US about their language learning history. Comments by Japanese students show their learning strategies, beliefs about how best to learn a language, and attitudes toward their errors. (ST)

Yule, G., Yanz, J. L., & Tsuda, A. (1985). Investigating aspects of the language learner's confidence: An application of the theory of signal detection. Language Learning, 35(3), 473-488.

Describes a study of the role of confidence in the performance of Japanese ESL learners on a listening test. Some analytic procedures from the Theory of Signal Detection were applied. Results show the possibility of substantial differences in individual performance in terms of self-monitoring ability and confidence. (ERIC)

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CHINESE SPEAKERS AND ESL/EFL
An Annotated Bibliography

By

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EN 743

SECOND LANGUAGE ACQUISITION

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The annotated bibliography presented here is intended to assist teachers and researchers who are seeking periodicals and unpublished materials relating to Chinese-speaking learners of ESL/EFL. Although this is the main criteria for our selection, we have made an effort to exclude materials that are primarily administrative or in which Chinese speakers play only an incidental role. Nevertheless, the range of this bibliography is quite broad, which has prompted the compilers to divide it into two sections, one dealing with various aspects of second language acquisition and the other with that of pedagogy. In establishing categories within these sections, we have by no means attempted to reflect every possible subdivision of SLA or pedagogy, but rather to simply represent the cogent work that has come forward during the period 1975-1990, be it as it may. In the SLA section, these categories include: Cultural and Affective Factors; Error Analysis; Functions; Interlanguage, Transfer and Interference; Learning Strategies and Patterns; Phonology; Reading; Syntax; Vocabulary and Morphology; and Writing and Contrastive Rhetoric. In the pedagogy section, these categories include: Cultural Factors; Curriculum Design and Material Development; Historical Background, Methodology; Phonology; Reading; Syntax; and Writing. Naturally, many of the articles herein could conceivably be placed in several different categories. With the ease of the user in mind, we have attempted to place these articles in the one category most relevant to their main concern.

When possible, we have included the ERIC ED number. When

abstracts have been taken in their entirety from ERIC, Language Teaching (LT) or Linguistics and Language Behavior Abstracts (LLBA), no additional notation is given. When the abstract written by the article's author is used in its entirety, the notation AA is given. We are also indebted to Leiwei Li and George Q. Xu for contributions from their bibliographies compiled at Indiana University of Pennsylvania in 1985 and 1987 respectively. Their initials appear after abstracts written by them. In all cases where modifications are made by the editors, the notation EDS appears before the original source. Abstracts written entirely by the editors will bear the notation EDS.

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SECOND LANGUAGE ACQUISITION

Cultural and Affective Factors

Cornell, J. B. (1983). A study of time sufficiency and perceived needs for learning English as a second language by southeast Asian refugee students. Dissertation Abstracts International, 45, 773A.

This study was undertaken to determine if there was a difference in the amount of time needed to learn English as a second language by five Southeast Asian refugee groups (Vietnamese, Cambodians, Hmong, ethnic Chinese, and Laotians) when certain predictors (ethnicity, age, sex, previous education, time in the country, employment, and attendance rates) were compared. (EDS/AA)

Fillmore, L. W. (1981). Cultural perspectives on second language learning. TESL Reporter, 14(2), 23-31.

Cultural factors that may influence second-language learning are discussed: first language interference, cognitive style (attention level, verbal memory, hypothesis, generating ability, verbal playfulness, mental flexibility, & field dependence/independence). Reported are preliminary findings of a 3-year study of Mexican and Chinese children (N=60) investigating social s]aspects of language learning. (EDS/LLBA)

Jones, I. (1979). Some cultural and linguistic considerations affecting the learning of English by Chinese children in Britain. English Language Teaching Journal, 34(1), 55-60.

Discusses areas in which Chinese children will experience conflict between Chinese and English culture and language that will create learning difficulties.

Oller, J. W. Jr., & others. (1977). Attitudes and attained proficiency in ESL: A sociolinguistic study of native speakers of Chinese in the United States. Language Learning, 27(1), 1-27.

Relations between various measures of attitudes toward self, the native language group, the target language group, reasons for learning ESL, reasons for traveling to the U.S. and attained proficiency in ESL were investigated. Attitudes toward self and the native language group were positively correlated with attained proficiency in ESL.

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Pierson, H. D., & others. (1980). An analysis of the relationship between language attitudes and English attainment of secondary students in Hong Kong (Ocassional paper No. 91). [ERIC ED 212 129]

This study analyzes the relationship between English language attainment and attitudes toward English among Cantonese-speaking secondary school students in Hong Kong. In general, the statistical results of the study indicate that a direct measure of attitude was a better predictor of English attainment than an indirect measure. The indirect measure obtained by asking subjects to rate themselves, themselves as they would like to be, Chinese people, and westerners, produced some significant results, but were not as strong indicators of language attainment as the results obtained from he direct measures.

Poggi, C. D. (1982). Mixing, switching and shift: A case of Chinese-English communication development. Paper presented at the Annual Convention of Teachers of English Speakers of Other Languages, 16th, Honolulu, HI.

A case study is presented of the development of communication between two adults, one a native speaker of English & the other of Mandarin over a 5-year period in Taiwan and the United States. It was found that social changes in the couple's lives marked changes in their pattern of communication.

Ripple, R. E., & others. (1984). Cognitive and affective costs of bilingual education: A look at the Hong Kong experience. [ERIC ED 246 662]

A study of the impact of language of instruction in schools on the divergent thinking, self-esteem, and locus of control of expatriate and Hong Kong native Chinese adolescents is reported and some of cognitive and affective costs of the immersion method of bilingual education are examined. Standard measures of divergent thinking, self-esteem, and locus of control were administered to each group and compared. (EDS/ERIC)

Spinks, J. A., & Ho, D. Y. F. (1984). Chinese students at an English language university: Prediction of academic performance. Higher Education, 13(6), 656-74.

Recent research concerning prediction of academic performance of chinese students at the English-language, Western-oriented University of Hong Kong is reviewed, and five-year longitudinal data are discussed. It is concluded that English language and mathematics ability are good predictors, and cultural background should be considered in admissions.

Yao, E. L. (1983). Chinese students in American universities. Texas Tech Journal of Education, 10(1), 35-42.

Information is provided about the needs of Chinese students from Taiwan, Hong Kong and other parts of Asia who pursue higher education in United States. These students must adjust to a different life style and value system, as well as to a new language and new learning methods.

Yao, E. L. (1984). The extrinsic cultural traits of Chinese immigrants as compared with Chinese in Taiwan and other non-Chinese in the U.S.A. [ERIC ED 269 514]

This paper reports on a study whose purpose was to examine the speed of changing extrinsic cultural traits of Chinese immigrants in the United States and to determine cultural commonality among the groups. An attitude inventory scale was used to measure the sample's extrinsic cultural traits in four major areas: social interaction, English proficiency, American.

Yu, V. W. S., & Atkinson, P. (1988). An investigation of the language difficulties experienced by Hong Kong secondary school students in English-medium schools: II Some causal factors. Journal of Multilingual and Multicultural Development, 9(4), 307-22.

An attempt is made to examine some contributive factors to prove that the English-medium education in Hong-Kong is ineffective for the majority of pupils (the native speakers of Chinese). The results show that pupils' suffering from "subtractive bilingualism" prevents them from learning the language effectively in phonology, morphology, syntax, etc. (EDS/AA)

Error Analysis

Anderson, JI. (1983). The difficulties of English syllable structure for Chinese ESL learners. Language Learning and Communication, 2(1), 53-62.

The complexities of English syllable structure present problems for ESL learners, particularly those whose native language syllable structure is simpler. They tend to simplify the English syllable either by consonant deletion or epenthesis. Types of simplification errors made by Chinese ESL learners were investigated. (EDS/LT)

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Ghadessy, M. (1989). Selection of developmental errors by students with different L1 background. IRAL, 27(1), 53-63.

The study of English errors made by several adult students from different countries (China, Malaysia) proposed that a large number of student errors are due to learner strategies and mutual interference of target-language items. Results show that developmental errors are measurable variables. The diagnostic validity of developmental errors is confirmed. (EDS/AA)

Krashen, S. D., & Pon, P. (1975). An error analysis of an advanced learner of ESL: The importance of the monitor (Working papers on biblingualism, No. 7). [ERIC ED 125 267]

This study focuses on a native speaker of Chinese, in her 40's, who began to learn English in her late 20's when she emigrated to the United States. (EDS/ERIC)

Santos, T. (1986). Professor's reactions to the academic writing of non-native-speaking students. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Language (20th, Anaheim, CA, March 3-8, 1986) [ERIC ED 285 380]

Two student compositions written in English (by one Chinese and one Korean) were evaluated by 178 professors at the University of California at Los Angeles. From the error-analysis and findings, the learners' acquisition of English as a second language is examined. (EDS/AA)

Schachter, J. (1979). Reflections on error production. [ERIC ED 205 011]

A research project is discussed involving the collection of production data from writing samples of 375 adult learners of English divided equally among five language backgrounds: Arabic, Chinese, Japanese, Persian, and Spanish. Three error type characteristics and two learning patterns are described. It is argued that neither the error type characteristics nor the learning patterns would have emerged if total production, total error production or error types had been considered in isolation.

Sou, M. T. (1977). "It"--Its uses and difficulties for Chinese students of English as a second language. TESL Talk, 8(4), 11-9.

"It" as a personal pronoun is used in many expressions without reference to persons or things. Chinese students of English as a second language find the different uses hard to understand. The differing uses of "it" in English and Chinese and errors made by Chinese students are discussed.

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Yu, V. W. S., & Atkinson, P. (1988). An investigation of the language difficulties experienced by Hong Kong secondary school students in English-medium schools: I The problems. Journal of Multilingual and Multicultural Development, 9(3) 267-84.

This problem is investigated by examining the linguistic competence of secondary school students (the native speakers of Chinese) in English immersion courses. Case studies and error analysis of the pupils' composition when writing in English to argue, discuss or explain are presented. (EDS/AA)

Functions

Derwing, T. W. (1989). Information type and its relation to non-native speaker comprehension. Language Learning, 39(2), 157-72.

A native speaker-nonnative speaker (NS-NNS) conversational adjustment in the relative properties of information type was examined for its relation to communicative success. NNS included were 3 Chinese, 12 Vietnamese, and one Romanian. (EDS/AA)

Eisenstein, M., & Bodman, J. (1986). 'I very appreciate': Expression of gratitude by native and non-native speakers of American English. Applied Linguistics, 7(2), 167-85.

A research is done by examining the expressions of gratitude produced by the native Chinese-, Russian-, Japanese-, Korean-speakers of English as a second language and native American English speakers to see the difference of the expressions between NSs and NNSs. Suggested is that teachers of ESL should present linguistic rules of use directly in the classroom or via supervised practice activities, such as stimulations. (EDS/AA)

Kitao, S. K. (1987). Comprehension of indirect requests in English by East Asian non-native speakers. [ERIC ED 285 382]

A study (on 62 non-native speakers from China, Japan, Taiwan, etc.) of the relationship of request comprehension with context and experience with the language is reported. Based on the result, the researchers focus on the learners' acquisition of English as a second language and give their suggestions of teaching English as a second language to the teachers. (EDS/AA)

(25)

Interlanguage, Transfer and Interference

Eckman, F. R. (1981). On predicting phonological difficulty in second language acquisition. Studies in Second Language Acquisition, 4(1), 18-30.

Discusses the amount of influence that a learner's native language have on the acquisition of a second language. Suggest that some important properties of a learner's interlanguage (IL) can be predicted, as shown by the different IL rules that Cantonese and Japanese use in dealing with English work-final voice contrasts.

Eckman, F. R. (1981). Universals, typologies and interlanguage. [ERIC ED 216 511]

Is it possible to characterize the notion human language in terms of absolute and typological universals? And if so, what is the relationship between these universals and those formulated for primary languages? Interlanguage forms from native speakers of Japanese, Mandarin, Spanish, and Farsi provide data for investigation of these questions. The discussion also questions whether the grammars of interlanguages obey the same constraints as the grammars of primary languages. (EDS/ERIC)

Fuller, J. W., & Gundel, J. K. (1987). Topic-prominence in interlanguage. Language Learning, 37(1), 1-18.

This study investigates the role of topic-comment structure in the acquisition of ESL by adults. Subject pool includes native American English-, Chinese-, Japanese- and Korean- speakers. The results support the hypothesis that L2 acquisition is characterized by an early topic-comment stage, independent of the learner's native language. (EDS/AA)

Light, T. (1977). Clairetalk: A Cantonese-speaking child's confrontation with bilingualism. Journal of Chinese Linguistics, 5(2), 261-75.

The subject of this article is a Cantonese-speaking infant who arrived in the U.S. at 16 months. At 19 months, three striking anomalies marked her Cantonese speech. These anomalies are discussed; it is proposed that their origin may have been her new English-speaking environment.

Master, P. (1988). Acquiring the English article system: A cross-linguistic interlanguage analysis. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (22nd, Chicago, IL, March 8-13, 1988) [ERIC ED 298 768]

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A study examined second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages, three with no article system (Chinese, Japanese and Russian) and two with article systems (Spanish and German). From the findings, the acquisition of English article system is examined. (EDS/AA)

Mohan, B. A., and Lo, W. A. Y. (1985). Academic writing and Chinese students: Transfer and developmental factors. TESOL Quarterly, 19(3), 515-34.

Contrary to the view that organizational problems in academic writing by L2 learners is a result of first language interference, the paper pinpoints the importance of positive transfer of native language and developmental factors such as previous education in the composition process of academic writing. (EDS/LL)

Ritchie, W. C. (1986). Second language acquisition research and the study of non-native varieties of English: Some issues in common. World English, 5(1), 15-30.

Proposed is a study in which basilectal and acrolectal Singapore English is presented as being able to contribute to a better understanding of second language acquisition and use, emphasizing the operation of the monitor and specifications of the hierarchy of difficulty in the acquisition of syntactic structures.

Schachter, J. & Rutherford, W. (1979). Discourse function and language transfer (Working papers on bibligualism, No. 19). [ERIC ED 184 342]

Data delimited by the phonology-to-semantics framework of mainstream linguistics are inadequate to account for the subtle influences of first language (L1) upon second language (L2). Unique errors for which there is no L1 correlate are found in samples of written English produced by Japanese and Chinese second language learners. This is due to a variety of language transfer from L1 function to L2 form.

Wong, S. C. (1983). Overproduction, under-lexicalization and unidiomatic usage in the make-causatives of Chinese speakers: A case for flexibility in interlanguage analysis. Language Learning and Communication, 2(2), 151-65.

An attempt to identify and account for the problem of errors (overproduction, under-lexicalization, and unidiomatic usage) involving make-causatives among Chinese students of ESL. Analysis of make-causatives produced by Chinese students in written essays (N=75) and the corresponding patterns in Chinese suggests that syntactic transfer is a basis for overproduction. It is further suggested that this tendency results from a more

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basic kind of transfer: the tendency to spell out semantic relationships in Chinese is carried over to English. (EDS/LLBA)

Wu, Y. A. (1985). Code-mixing by English-Chinese bilingual teachers of the People's Republic of China. World English, 4(3), 303-17.

A study was conducted among Chinese-English bilingual teachers from the People's Republic of China to find the sociolinguistic and psychological factors affecting their choice of codes. Results showed that linguistic transfer occurred at the lexical, phrasal, clausal and sentential level, but not at the morphemic level. (EDS/AA)

Young, R. (1988). Variation and the interlanguage hypothesis. Studies in Second Language Acquisition, 10(3), 281-302.

A multivariate model is proposed and applied to the analysis of variation in the acquisition of the English s-pluralization rule by native speakers of Chinese. Three major groups of factors are shown to influence variation: stage of acquisition, linguistic environment, and communication redundancy. (EDS/AA)

Zepp, R. A. (1987). The transfer of logical principles from second language to first language. Psychologia, 30(1), 49-52.

Reported is a study in which logical principles learned in English by native speakers of Chinese appear to be transferred back to the native language. From the findings, we are able to examine their acquisition of English grammatical structure. (EDS/AA)

Zhou, Z. P. (1987). The two faces of English in China: Englishisation of Chinese and nativisation of English. World English, 6(2), 111-25.

With language contact comes linguistic interinfluence. Two manifestations of English-Chinese interinfluence are the Englishisation of Chinese and the nativisation of English, which can both be perceived at the phonological, morphological, semantic and syntactic levels. Based on the discussion of this interinfluence, the acquisition of English syntax for Chinese-speaking learners might be examined. (EDS/AA)

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Learning Strategies and Patterns

Boyle, J. P. (1987). Memory and foreign language ability. British Journal of Language Teaching, 25(3), 167-72.

An attempt was made to determine whether distinct factors of memory could be isolated or whether the memory element in language comprehension would be incorporated into more general aspects of linguistic proficiency. Subjects are 250 first-year bilingual Cantonese-English University students. (EDS/AA)

Brutten, S. R., & others. (1985). Music and memory: Preditors for attained ESL oral proficiency. Language Learning, 35(2), 299-314.

This article presents the results of an empirical concurrent validation study in which measures of musical ability (pitch, loudness, and rhythm), auditory discrimination and memory are used to account for variance in attained ESL oral proficiency. Subject pool includes Chinese, Japanese, Spanish, etc. (EDS/AA)

Chandrasegaran, A. (1986). Exploratory study of ESL students' revision and self-correction skills. RELC Journal, 17(2), 26-40.

Investigated are the revision and self-correction capability of a group of university students (from Chinese and Malay medium schools) for whom English is a second language. From the findings, their acquisition of English grammar are examined and suggestions are made for teachers to help them acquire the capability of revision and self-correction. (EDS/AA)

Chiang, J., & Costello, J. R. (1983). The acquisition of syntax in first and second language learning. International Review of Applied Linguistics in Language Teaching, 21(1), 19-33.

Reported are data drawn from a written test given to 475 junior and senior high school students in Taiwan studying English as a second language. Results are compared with those obtained by Chomsky in order to point out first- & second-language acquisition differences. A considerable difference is found between language capacity in children learning their native language, and children and adults learning a second language. (EDS/QX)

Fabris, M. T. (1978). The acquisition of English grammatical functors by child second language learners. TESOL Quarterly, 12, 482-83.

Seven children (aged 8 to 9) from three language backgrounds (Tagalog, Cantonese, Korean) learning English in formal

environment were administrated an oral test--a conversation about a picture story--at 1-month intervals over a 6-month period. Similarity in subject performance supports the hypothesis that an innate mechanism directs second-language acquisition, while use of various learning is a creative process. Teaching and research implications are given. (ERIC/LL)

Huang, X. H. (1984). An investigation of learning strategies in oral communication that Chinese EFL learners in China employ. [ERIC ED 249 796]

The paper examines the learning strategies in oral communication employed by Chinese students of English as a second language in China. It identifies general methods and specific techniques for oral ability improvement, and estimates the effects of some on achievement. The findings confirm several good learner strategies proposed by Rubin-Stern-Naiman inventories. (EDS/ERIC)

Huang, X. H., & van Naerssen, M. (1987). Learning strategies for oral communication. Applied Linguistics, 8(3), 287-307.

This is a report on several aspects of a research study designed to investigate the learning strategies in oral communication employed by Chinese EFL students in the People's Republic of China. The results support the critical role of functional practice in language learning. (EDS/AA)

Hull, P. V. (1987). Bilingualism: Language and personality shift. Paper presented at the Annual Meeting of the West Psychological Association (Long Beach, CA, April 23, 1987)

Reported was a study of the relationship of bilingualism to personality traits. Subjects included were Chinese-English and Spanish-English coordinate bilingual adults. The results were interpreted as clear evidence for the existence in bilinguals of differing cognitive processes in the two languages (Native Language-Target Language). (EDS/AA)

Johnson, J., & Newport, E. L. (1989). Critical period effects in second language learning: The influence of maturational state on the acquisition of English as second language. Cognitive Psychology, 21(1), 60-99.

An examination is made of whether there is an age-related effect in acquisition of the grammar of a second language, and whether experimental or attitudinal variables might explain n any such effect. Examines are 46 native Chinese or Korean speakers learning English as a second language. (EDS/AA)

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Saville, T. M. (1987). Private speech: Second language learning during the 'silent' period. Papers and Reports on Child Language Development, 26, 104-15.

An examination is done by attaching wireless radio microphone to native speakers of Chinese, Japanese, and Korean (aged 3-8). The findings provide extensive evidence that the children are actively applying various learning processes and strategies in their what called 'silent' period. Their speech behaviors show the phenomena of acquisition, reflection, comprehension and conscious learning (pattern drills, grammatical practice). (EDS/AA)

Wilcox, G. K. (1978). The effect of accent on listening comprehension: A Singapore study. English Language Teaching Journal, 32(2), 118-27.

A study was conducted at Nenyang University in Singapore with Chinese-educated students who supposedly received 12 years of instruction in English but who were still deficient in the language. Comprehension of four different English accents were test, and two tests of measuring aural comprehension were compared.

Phonology

Avery, P., & others. (1987). Specific pronunciation problems. TESL Talk, 17(1), 81-116.

Presented are common pronunciation problems experienced by learners of English as a second/foreign language, who are native speakers of Chinese (Cantonese), Vietnamese, Spanish, Portuguese, Italian, Polish, Greek, and Punjab. (EDS/AA)

Brutten, S. R., & others. (1987). Identifying discrepant item response patterns (Item Bias) in a measure of ESL subjects control of the (D) and (Z) morphemes. [ERIC ED 281 360]

In a study of the detection of the test item bias, Chinese- and Spanish- speakers were administered a measure of pronunciation accuracy for the (d) and (z) morphemes. The performance of other items were provided. Analyses of variance indicated a significant effect for the choice of allomorph and the stem final place of articulation for the conditioning of the allomorphs. (EDS/AA)

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Catran, J. (1986). How to speak English without a foreign accent (Oriental edition). [ERIC ED 268 843]

This transcript and guide of a two-cassette course is designed to assist immigrants from the Asian-Pacific areas of China, Japan, Taiwan, Korea, and Vietnam eliminate their foreign accents. The guide includes narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties and provide opportunities for corrective practice. (EDS/ERIC)

Chen, C. Y. (1976). Pronunciation of English by students from the Chinese stream in Singapore. Some salient features. RELC Journal, 7(2), 54-60.

The English pronunciation of 7 students was studied. A speech habit shared by most of them is the sporadic addition or omission of one or more consonants at the end of a word (examples). Some areas of difficulty are specified.

Fokes, J., & Bond, Z. S. (1989). The vowels of stressed and unstressed syllables in nonnative English. Language Learning, 39(3), 341-74.

This research is on the examination of nonnative and native American English speakers producing two-, three- and four-syllable words in isolation and in sentences. NNS included are Chinese, Japanese, Spanish, Hausa, Farsi. (EDS/AA)

Henly, E., & Sheldon, A. (1986). Duration and context effects on the perception of English /r/ and /l/: A comparison of Cantonese and Japanese speakers. Language Learning, 36(4), 505-22.

This study examines the role that duration plays in the perception of a new phonemic contrast, namely English /r/-/l/ by Cantonese speakers. The results show that increased duration of the acoustic signal is not significant to facilitate perception of English liquids by Cantonese speakers. (EDS/AA)

Juan, H. S., & Huah, K. L. (1976). Aural discrimination difficulties of Hong Kong, Malaysian and Singaporean Chinese. RELC Journal, 7(1), 53-63.

The critical difficulties Chinese speakers encounter listening to spoken English were studied. Students were from Hong Kong, Malaysia, and Singapore. 23 were speakers of Cantonese 22 of Hokkien, and 3 of other dialects.

Lee, M. S. (1976). Pronunciation problems are different and similar among Cantonese and Mandarin Speakers. TESL Reporter, 9(4), 3-6.

Some similarities and differences between Cantonese and Mandarin which might have an important effect on the language acquisition process of speakers whose native dialects are Cantonese and Mandarin are described. (EDS/LLBA)

Ortmeyer, C. R. & Goldstein, B. L. (1980). Comparing modes of instruction used in learning to listen to and understand English as a second language. [ERIC ED 202 240]

This research is a practical investigation of the effectiveness of the methods and modes which have been used to increase the listening comprehension skills of Chinese speakers learning English as a second language (ESL). It was hypothesized that the audio mode, without visual representation, would be more effective than the video for learning to listen to and understand ESL. An analysis of the data confirmed the working hypothesis, but it is suggested that the results be interpreted with caution. (EDS/ERIC)

Ortmeyer, C., & Boyle, J. P. (1985). The effect of accent differences on comprehension. RELC Journal (Singapore), 16(2), 48-53.

Several research studies support the position that the accent which is best understood in ESL/EFL situations is the accent of a good local speaker of English rather than the accent of a standard native speaker. An experiment conducted in Hong Kong with native Chinese speakers arrived at a different conclusion. This experiment is done with 250 subjects through listening tests and dictation. (EDS/AA)

van Els, T., & de Bot K. (1987). The role of intonation in foreign accent. Modern Language Journal, 71(2), 147-54.

Dealt with this article is the question of what role intonation (here defined narrowly as "change of pitch over time") plays in a foreign accent. The examination is done with native Chinese- (Cantonese-), Japanese- and American English- speakers. (EDS/AA)

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Reading

Biederman, I., & Tsao, Y. (1979). On processing Chinese ideographs and English words: Some implications from troop test results. Cognitive Psychology, 11, 125-35.

When Chinese adults tried to name the color of characters which represented conflicting color words, they showed greater interference than did English speaking readers of the same task in English. This effect cannot be attributed to bilingualism. There may be fundamental differences in the perceptual demands of reading Chinese and English.

Block, E. (1986). The comprehension strategies of second language readers. TESOL Quarterly, 20(3), 463-89.

The study reported in this article used think-alouds to examine the comprehension strategies used by college-level students, both native and non-native speakers of English. Some strategies used by ESL and native speaking readers were described. The results showed that think-alouds were a useful learning tool, as they focused the readers' attention and helped them to teach themselves. (EDS/AA)

Field, M. L. (1984). A psycholinguistic model of the Chinese ESL reader. [ERIC ED 274 178]

Chinese students' reading strategies are shaped by their cultural assumptions and by the background information, or lack of it, that they bring to the arterial. Most important, their reading strategies are influenced by (1) traditional methods of reading that have let to investigating each work without always understanding the general concepts of the work, and (2) an attitude toward literature that s=assumes a philosophical meaning of depth and significance, slowing the reading process and possibly causing the student to use concrete strategies when they are not needed. (EDS/ERIC)

King, T. W. (1987). Text modifications in ESL reading comprehension. RELC Journal, 18(2), 31-44.

A study is reported on the comparison between the effects of text version and form level as factors in reading comprehension. The subjects included in this study are Chinese- (Cantonese-) speaking learners of English as a second language. Results indicate the acquisition of the syntax in target language influences the learners' reading comprehension. (EDS/AA)

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Mae, C. C., & Loritz, D. J. (1976). Even Chinese ideographs are phonologically encoded in short-term memory. [ERIC ED 139 256]

Three main issues relating to the question of silent speech in reading are considered: (1) How do Chinese speakers proces Chinese ideographs in short-term memory? (2) How is Chinese students' learning of written English affected by the transition to an alphabetic language? (3) Are the strategies for encoding written words in short-term memory different for students of diverse language backgrounds? Implications for the acquisition of reading are discussed in terms of a two-stage model. (EDS/ERIC)

Mae, C. C., & Loritz, D. J. (1977). Phonological encoding of Chinese ideographs in short-term memory. Journal of Learning, 27(2), 341-52.

twenty-two Cantonese-speaking Chinese students and 16 Spanish-speaking students were tested for short-term memory encoding strategies on work-recognition tests. Chinese speakers were found to encode Chinese ideographs phonologically, but both Chinese and Spanish learners of English were found to encode English words visually.

Zhang, J. (1988). Reading miscues and 9 adult Chinese learners of English. Journal of Reading, 32, 34-41.

This study identifies the miscues adult Chinese learners of English typically make in their reading, the positive and negative impact of L1 influence on their foreign language reading, and the role language development plays in reading comprehension. (EDS/AA)

Syntax

Bardovi, H. K., & Bofman, T. (1989). Attainment of syntactic and morphological accuracy by advanced language learners. Studies in Second Language Acquisition, 11(1), 17-34.

An examination of the relationship between syntactic development, or complexity, and overall accuracy evidence in the written English of advanced adult foreign-language-learners across 5 language groups: Arabic, Chinese, Korean, Malay, and Spanish. (EDS/AA)

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Chan, J. (1986). An investigation of the patterns of learning English interrogative structures by EFL learners in China. Master's Thesis, The Chinese University of Hong Kong. [ERIC ED 297 572]

A study, investigating the patterns in which Chinese learners of English as a second language learn English interrogative structures, focused on four major classes of English questions (yes/no, wh-, alternative, and embedded) categorized into seven structural types. The findings suggest that Chinese ESL learners undergo question-learning processes similar to those of ESL learners from other linguistic backgrounds. (EDS/AA)

Flynn, S., & Espinal, I. (1985). Head-initial/head-final parameter in adult Chinese L2 acquisition of English. Second Language Research, 1(2), 93-117.

The role of the head-initial/head-final parameter in adult second-language acquisition of English was explored in a study in which adult native speakers of Chinese were tested in their elicited production of complex sentences and subordinate clauses. (EDS/AA)

Gorrell, P., & Chen, Q. (1988). Minimal commitment parsing: Two examples from Mandarin. Proceedings-Eastern States Conference on Linguistics (ESCOL), 5, 175-86.

Some recent investigations of structural ambiguity in English are examined as they are related to the Mandarin data showing the acquisition of English in sentence structure of Chinese-speaking learners of English as a second language. (EDS/AA)

Gundel, J., & others. (1985). Acquiring pronouns in a second language: Evidence for hypothesis testing. Studies in Second Language Acquisition, 6(2), 215-25.

Uses data from English-speaking children learning French in the Toronto French Immersion Programs evidence to support the 1981 study but Gundel and Tarone on the acquisition of pronouns by Chinese- and Spanish-speaking adults learning English. This study concluded that the acquisition of direct object pronouns proceeds in three stages.

Margaret, T. (1989). The interpretation of English reflexive pronouns by non-native speakers. Studies in Second Language Acquisition, 11(3), 281-301.

Ninety-six second language learners (including Chinese-speaking learners) of English responded to a 30-item multiple-choice questionnaire requiring them to identify the antecedent of a reflexive pronouns. The results show that the second language learners do not seem to transfer first language grammar into the

second language, nor do they recapitulate the course of first acquisition. (EDS/AA)

Schumann, J. H. (1986). Locative and directional expressions in basilang speech. Language Learning, 36(3), 277-94.

Analysis of basilang speech (in terms of word order, reference to time and reference to space) of Chinese, Spanish, and Japanese speakers of English as second language indicated that original subjects tended to use prepositions and that Spanish-speaking subjects tended to use 'in' to express most locative meanings. (EDS/AA)

Yau, M. S. S. (1983). Syntactic development in the writing of ESL students. [ERIC ED 234 618]

The development of English syntactic maturity was investigated among Chinese secondary school students learning English as a second language. Narrative and expository compositions written by 60 students at three grade levels were analyzed for increases in T-unit length, clause length, number of clauses per T-unit, and the use of nominals, adverbials, and coordinations within T-units.

Vocabulary and Morphology

Boyle, J. P. (1987). Sex differences in listening vocabulary. Language Learning, 37(2), 273-84.

First language studies show boys are superior to girls in listening vocabulary, though girls are otherwise superior in language ability. A second language study used 2 sets of Chinese college students. Ten tests for proficiency in English and two listening vocabulary tests (described in text) yield similar results. This may be concerned with the acquisition of morphology. (EDS/AA)

Gui, S. C. (1982). A survey of the size of vocabulary of Chinese students. Language Learning and Communication, 1(2), 163-78.

A survey is described which aimed to discover the vocabulary size of Chinese students of English as a guide to syllabus and materials designers. The survey reveals that the first two years of tertiary education is the appropriate time to greatly expand the students' vocabulary. (EDS/LT)

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Huckin, T. N., & Jin, Z. (1986). Inferring word-meaning from context: A study in second language acquisition. Proceedings-Eastern States Conference on Linguistics (ESCOL), 3, 271-80.

ESL texts generally give little attention to the teaching of vocabulary. New words may be learned directly through dictionary look-ups. It is suggested that inference is a useful supplement to traditional direct learning method. The research is done on advanced-level Chinese graduate students learning English. The findings suggest that except using contextual clues to guess word meaning, instruction in various discourse patterns could be effective, too. (EDS/AA)

Jin, Z. Y. (1982). Difficulties in learning English for Chinese students. TESL Talk, 13(3), 87-91.

Explains three elements of English that are particularly difficult for Chinese students to learn: the use of articles, which has no equivalent in Chinese; expression of tense, for which there is no Chinese equivalent; and the concepts of time, locality, and direction inherent in English usage prepositions.

Marckworth, M. L. (1978). Knowledge of some derivational processes in two samples of bilingual children. Canadian Modern Language Review, 34(3), 525-36.

A report on a study concerning the bilingual child in a monolingual community. It investigates the acquisition of a set of English derivational morphemes by bilingual children and the effect of external factors, such as school, exposure time, age and home, in the children's language experience.

Perkins, K., & others. (1986). Derivational complexity and item difficulty in a sentence repetition task. Language Learning, 36(2), 125-42.

This paper reports the results of an analysis to determine whether derivational complexity is a determinant of item difficulty in a sentence repetition task. 50 ESL subjects include native Chinese-, Japanese-, Arabic-, Korean-, and Malay-speakers. (EDS/AA)

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Writing and Contrastive Rhetoric

Arndt, V. (1987). Six writers in search of texts: A protocol-based study of L1 and L2 writing. ELT Journal, 41(4). 257-67.

An exploratory study of the composing activities of Chinese postgraduate English-as-a-foreign-language students as they produced academic written texts in both their first and foreign languages revealed that there was considerable variation among writers in their approach to the task of producing written text and a limited awareness of the nature of the task.

Bernald, A. M., & Winnie, A. L. (1985). Academic writing and Chinese students: Transfer and developmental factors. TESOL Quarterly, 19(3), 515-34.

An exam was made on the developmental factors on academic writing in second language (English) from first language (Chinese). The results indicated that learners' writing problems are sentence-level problems and prove that their native literacy and educational experience as factors influencing the development of academic writing in a second language. (EDS/AA)

Chang, V. W. (1987). Paragraph structure in Chinese and English: A pilot study. Studies in English Literature and Languages, 13, 171-88.

A study investigated the question of whether Chinese and English have specific paragraph structures that writers use in their writing. Results showed that generally there was agreement in paragraph structure among English students; however information regarding Chinese paragraph structure was inconclusive. (EDS/AA)

Hu, Z., & others. (1982). Some linguistic differences in the written English of Chinese and Australian students. Language Learning and Communication, 1, 39-49.

Compares the written English of Chinese ESL student sand native English-speaking Australian students. Analyzes the texts for four semantic components: experiential, interpersonal, textural, and logical. Also analyzes the errors made by both groups. (LL)

Johns, A. M. (1984). Textual cohesion and the Chinese speaker of English. Language Learning and Communication, 3(1), 69-74.

Described is a project designed to help Chinese teachers of English acquire better writing skill. Emphasis is placed on the selection of cohesive items in paragraph construction. Students were found to have difficulty with conjuncts, particularly the

adversative conjunct. (EDS/AA)

Johns, A. M. (1986). The ESL student and the revision process: Some insights from schema theory. Journal of Basic Writing, 5(2), 70-80.

Described are instructional techniques, based on schema theory, which enable English as a second language students to revise their writing to meet the expectations of English-speaking readers. Illustrated is this approach by examining a Chinese-speaking student's first revision of an essay. (EDS/AA)

Leung, L. S. K. (1984). The relationship between first- and second- language writing. Language Learning and Communication, 3(2), 187-202.

A study of the relationship between L1-Chinese and L2-English writing in a population of secondary school students. Analysis revealed a close relationship between L1 and L2 writing. some L2 writing problems can be traced to L1 problems. (EDS/AA)

Lu, J. H. T. (1977). Form and agreement vs. function word. Journal of the Chinese Language Teachers Association, 12(3), 221-5.

Attempts to show that study of the differences between English and Chinese can help account for the difficulties Chinese speakers have in learning English and vice versa. Discussion focuses on: How do they differ from each other?

Mohan, B. A., & Au, Y. L. W. (1985). Academic writing and Chinese students: Transfer and developmental factors. TESOL Quarterly, 19(3), 515-34.

Discusses academic writing as it is learned by chinese students of English as a second language (ESL), and critiques Kaplan's claim that ESL students writing expository prose in English will show organizational patterns different from those of native speakers. Developmental factors in second language learners' writing are discussed.

Norment, N., Jr. (1982). Contrastive analyses of organizational structures and cohesive elements in English, Spanish (ESL) and Chinese (ESL) students' writing in narrative and expository modes. [ERIC ED 269 764]

A study examined the differences and similarities in the relationship between the organization of written English produced by native Chinese, English, and Spanish speaking adult college students when they wrote in the narrative and expository modes. Specifically, the study explored the kinds of cohesive devices that operated in the English text and determined the presence of

these devices in the subjects' writing. (EDS/ERIC)

Taborek, E. A. E. (1984). To seal up one's mouth three times: understanding the education and linguistic differences that confront Chinese students in ESL writing classes. TESL Talk, 15(3), 88-95.

Discusses the English writing difficulties experienced by native Chinese students in Canadian universities. Since they have little experience in creative or free writing, conforming to a western format of writing style is a problem which should be dealt with initially by a very basic understanding of Chinese culture and language.

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PEDAGOGY

Cultural Factors

Boyle, J. P. (1981). Facing reality in university English teaching in Hong Kong. [ERIC ED 215 577]

This paper focuses on those aspects of which teachers must be aware when teaching university students in Hong Kong. These aspects include cultural factors, the influence of political, social, and educational developments in Hong Kong over the years, and the students' feelings of achievement in attending the university. The fact the these students are caught between two cultures is reflected in the way they are caught between English and Chinese. (EDS/ERIC)

Chan, I. (1976). The Chinese immigrant: Language and cultural concerns. TESL Talk, 7(3), 9-19.

Administrators and teachers must be more understanding of the linguistic and cultural problems that Chinese students in Canada face. They are potentially very good English language learners. Their families emphasize academic achievement. If special attention is given to their problems, they will be successful students.

Denman, M. E. (1984). Those students at the middle of the earth. Journal of General Education, 36(2), 141-49.

Provides a personal account of the author's experiences teaching English in the People's Republic of China. Discusses Chinese students' interests concerning American students, vocabulary and language, US life and customs, comparisons between Chinese and US life, and the author's life and attitudes, as revealed through the questions they asked.

Murray, D. M. (1981). Culture trading on the old silk road. Today's Education, 70(4), 15-17.

An American professor of English on an exchange trip to a provincial Chinese university describes his experiences. His Chinese students are diligent, polite, studious, and eager for any opportunity to practice their English. Culture trading is sometimes difficult but can have great rewards for an American teacher. (EDS/ERIC)

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Peterson, M. L. (1983). The Indo-Chinese refugee child in Iowa: Talking with the teachers. Contemporary Education, 54(2), 126-129.

Iowa teachers reflect on some of their experiences in teaching English as a second language to children of Indo-Chinese refugees who have settled in that state. Teachers must bridge the cultural gap between the child and his/her new nation.

Selman, M. (1978). Exercises to bridge the Chinese language and cultural gap. TESL Talk, 8(1), 68-70.

The linguistic and cultural needs of Chinese students should be considered in English as a second language classes. A job interview is used as a social situation for an exercise to practice sentences demonstrating correct Canadian social usage.

Qin, X. B. (1983). Cross-cultural differences and the teaching of English as a foreign language. TESOL Journal, 4, 54-60.

A Chinese student of English is often faced with culturally based differences in denotation and connotation, idioms and proverbs, habits, and formulaic use of language. A culture-oriented curriculum in language teaching is preferable. In addition, students' cultural exposure should be an integral part of the language curriculum. The teacher should act as a catalyst in his cultural awareness process, helping students maintain a distance from both the Chinese and English cultures.

Tinberg, H. B. (1986). Language and estrangement: Lesson from the People's Republic of China. The English Journal, 75(7), 46-50.

Examined are some problems encountered by a visiting professor of English literature at a U. in China. The Chinese teach both intensive and extensive reading skills in universities. Teachers of English both abroad and in the US are urged to examine the texts they use carefully and make sure they are appropriate and effective for the particular group of students. (EDS/AA)

Yu, C. (1984). Cultural principles underlying English teaching in China. Language Learning and Communication (Zhonging Yuwen Jiaoxue), 3(1), 29-40.

Chinese teachers of English have often been disappointed by the lack of native-language environments available for their students, by student attitude, and by the lack of knowledge o;f current language teaching methods. The problems are analyzed and suggestions made.

Curriculum Design and Material Development

Hollerbach, W. (1985). Foreign language instruction in the elementary school. A summary report for the Alaska Department of Education. [ERIC ED 258 444]

Three sections are included in this paper. The first section discusses the rationale for foreign language instruction. The second section examines program format choices: immersion, FLES and FLEX. The third section discusses language choices, and presents the cases for French, German, Japanese, Chinese, etc. Suggestions for appropriate approaches and materials are presented. (EDS/AA)

Johns, A. M. (1983). Some comments on the nature of Chinese ESP coursebooks. [ERIC ED 232 478]

English for specific purposes (ESP) coursebooks compiled by writers in the People's Republic of China are described. Eight textbooks are examined focusing on their common features in terms of reading passages, reliance upon Chinese language, focus upon the Chinese environment, emphasis upon structural grammar, focus upon vocabulary, rhetorical modes of passages, exercises types and skills emphasis.

Kwok, I. (1977) Chinese children's songs. [ERIC ED 144 387]

Singing can be an enjoyable and effective way to motivate children to learn a second language. This booklet consists of contemporary and folk songs that are related to Chinese festivals, transportation, the family seasons, Christmas and other topics. Each page gives the music to a song with the words in Chinese and in English. The songs are illustrated with black-and-white drawings. A cassette of the songs was developed to accompany this booklet.

Lee, A. (1979). The earth's treasure: Soil. [ERIC ED 188 495]

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Bilingual Pilot Program. It is designed for limited and non English speaking students. The unit is on kinds of soils and how poor soil is made better. Activities, experiments, and a list of main terms in both languages are included. (EDS/ERIC)

Lee, A. (1979) The sun-the planets-the moon. [ERIC ED 188 496]

This science unit is designed primarily for newcomer Chinese students and for those who are continuing in the Chinese Englingual Pilot Program. It is designed for limited and non

English speaking students at the Middle school level. The three sections of the unit cover the sun, the planets, and the moon. At the end of each section, a list of main terms in Chinese and English, activities, and experiments are included.

Philson, R. M. (1984). Distance education and English teaching in China. Language Learning and Communication (Zhongying Yuwen Jiaoxue), 3(2), 175-85.

The increased emphasis on instruction of English as a second language in the P.R. China has led to a need to supplement the relatively small number of available teachers. THis had led to the distance teaching through a TV university programs or through various available radio programs. (EDS/AA)

Selman M. (1978). Exercises to bridge the Chinese language and cultural gap. TESL Talk, 9(1), 68-70.

The linguistic and cultural needs of Chinese students should be considered in English as a second language classes. A job interview is used as a social situation for an exercise to practice sentences demonstrating correct Canadian social usage.

van Naerssen, M., & Riggenbach, H. (1987). Evaluation oral skills in an ESP program: Native English-speaking scientists respond to Chinese scientists' English. English for Specific Purpose, 6, 219-32.

Speech samples of Chinese scientists studying in an intensive ESP program were evaluated by native English-speaking professional peers. The focus of this research paper was the methodology involved in this study. This paper might be of particular interest to those involved in ESP program design and development. (EDS/AA)

Wang, M. (1987). On introducing basic communication courses into China's foreign language curriculum. [ERIC ED 288 345]

A proposal is raised for introducing basis communication courses into China's FL curriculum. Cultural issues that might affect the introduction of communication courses are discussed, including the relative emphasis on American culture, characteristic Chinese student behavior, and the need for special textbooks. (EDS/ERIC)

Young, R. & Lee, S. (1984). EFL curriculum innovations and teachers' attitudes. [ERIC ED 274 179]

This paper attempts to show that an effective and innovative English as a foreign language (EFL) curriculum is contingent upon the behavior and attitudes f the classroom teachers who carry out that curriculum. A greater understanding of these attitudes was

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sought in studies carried out in Hong Kong. Chinese teachers of EFL participated in a workshop. Questionnaire results about the workshop indicated that teacher behavior can be categorized as either transmissive or as interpretive. (EDS/ERIC)

Zhu, J. (1984). Making use of news broadcasts. ELT Journal, 38(4), 242-247.

Describes a method of exposing Chinese students to real spoken English by the use of English language news programs. The students start by reporting the number of items in the day's news program and graduate to being able to discuss the details of the broadcast.

Historical Background

Wang K. (1981). English and other foreign language teaching in the People's Republic of China. College English, 43(7), 653-62.

Examines three historical periods of English instruction in China (1862-1922, 1922-1949, 1949-present). Focuses on recent efforts to upgrade foreign language instruction in Chins's schools at all educational levels.

Wang, K. (1986). Teaching English as a foreign language in China. ESL Canada Journal, spec iss 1, 153-60.

The history and current status of teaching English as a foreign language in China, including problems, solutions, and overall objectives of TEFL, are discussed as well as teaching methods in middle schools, colleges, and universities. (EDS/AA)

Methodology

Bishop, A. E. (1981). English language teaching by foreigners in Harbin, northeast China. [ERIC ED 214 396]

Three types of English classes conducted by foreigners in Harbin, Northeast China, are described. These classes for English teachers, for students, and for science teachers are described in three separate chapters. A final chapter gives some indications

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on other English language related activities foreign teachers are asked to engage in, such as lectures, making tape recordings, and advising English teachers. (EDS/ERIC)

Boyle, J. P. (1980). Teaching English as communication to Mainland Chinese. English Language Teaching Journal, 34(4), 298-01.

Discusses the use of an English for special purposes course to meet the communicative needs of a Chinese group in England. The needs included "survival" and "social" English and the need to speak academically ("specialist" English). Extracurricular activities included touring various spots in England.

Brennan, M., & Miller, W. J. (1982). Making an English language teaching videotape. English Language Teaching Journal, 36(3), 169-74.

The article introduces various steps in making videotapes by teachers themselves: (1) planning the format of the program; (2) organizing the students; and (3) using the finished videotape in the classroom. The time required and the types o;f language activities involved at each stage is discussed, and the pitfalls are mentioned. (EDS/AA)

Burnaby, B., & Sun, Y. (1989). Chinese teachers' views of western language-teaching: Context reforms paradigms. TESOL Quarterly, 23(2), 219-38.

Exploration of the views of 24 Chinese teachers of English on the effectiveness of 'western' language-teaching methods reveals their beliefs that the communicative approach was applicable to students planning to visit an English-speaking country. Suggestions are presented for helping teachers overcome sociolinguistic limitation in English proficiency and constraints on implementing communicative approaches. (EDS/AA)

Cheung, Y. (1984). The common base of the teaching of Chinese as a L1 and English as a L2. Language Learning and Communication (Xhongying Yuwen Jiaoxue), 3(1), 19-27.

Examined are points of contact between first- and second-language teaching with particular reference to the situation in HOng Kong. Conceptions of language are seen to affect the relative weight place on from and content in the teaching of both languages. Ways in which language teaching could be unified for both languages are considered. (EDS/AA)

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Fillmore, L. W., & others. (1985). Learning English through bilingual instruction (Final report). [ERIC ED 259 579]

A three-year research project investigated the effects of instructional practices and patterns of language use in bilingual and English-only classrooms or general acquisition of English language and development of English language skills. The subjects were native Chinese- and Spanish- speaking students. (EDS/ERIC)

Flower, K. (1983). Television English in China. Media in Education and Envelopment, 16(1), 48-50.

Describes development of the Central Broadcasting Television University of China and, in particular, a course to teach English as a second language. Technical problems of producing television programs and how some of the pedagogical, ideological, and cultural issues concerning this English course are gradually being resolved are discussed.

Guthrie, L. F. (1983). Contrasts in teachers' language use in a Chinese-English bilingual classroom. [ERIC ED 275 140]

A study examined the language use of two teachers, one a native, bilingual Cantonese-English speaker and the other a monolingual English-speaker, as thy alternated teaching assignments between two first grade classes in a Chinese-English bilingual education program. The findings show that a monolingual teacher cannot act as effectively as the bilingual, for the monolingual is not familiar with language patterns that may cause confusion for second language learners. (EDS/ERIC)

Ho, S. C. B. (1981) Comments on the structural versus functional syllabus crisis at school level in Hong Kong. English Language Teaching Journal, 35(3), 325-28.

Presents case in favor of using a structural-functional syllabus for teaching English as a second language at all levels in the Chinese-medium school, and for use of a functional-structural syllabus at upper secondary levels in the English-medium school in Hong Kong.

Ho, F. W. K. B. (1985). A diary study of teaching EFL through English and Chinese to early secondary school students in remedial English classrooms. [ERIC ED 269 984]

The diary account was received in light of English language teaching literature and review, and four general observation are made on the use of Chinese and English implications for English language teaching and research methodology are examined. (EDS/AA)

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Li, X. (1984). In defense of the communicative approach. English Language Teaching Journal, 38(1), 2-13.

A long tradition of teaching ?English as a foreign language exists in China. Possible reactions to the introduction of a communicative approach to English teaching are considered. Personal experiences in directing such a program and some problems that have been encountered are discussed. (EDS/AA)

Lin, A. M. Y. (1988). Pedagogical and para-pedagogical levels of interaction in the classroom: A social interfactional approach to the analysis of the code-switching behavior of a bilingual teacher in an English language lesson. Working Paper in Linguistics and Language Teaching, 11, 69-87.

An audio-recorded English language lesson conducted by a Chinese-(Cantonese-) English bilingual teacher in a Hong Kong secondary school is analyzed. An attempt is made to identify how various communicative resources contribute to the negotiation of meaning. (EDS/AA)

Lu, L. D. (1985). A foreign language should be taught through the mother tongue. World English, 6, 94-99.

Reported is that the direct method, as taught by native English speakers, is less effective with Chinese teachers. Suggested is that Chinese expressions should be given first by the teachers followed by the students' translation into English, then the correction by the teacher. And also suggested is that songs are a pleasant and effective way to remember language items, including idioms. (EDS/AA)

Maley, A. (1984). On chalk and cheese, babies and bathwater and squared circles: Can traditional and communicative approaches be reconciled? [ERIC ED 274 177]

Many second language teachers in the People's Republic of China reject the communicative approach both unworkable and unnecessary in China. The strengths of the traditional approach can be used to support the communicative approach by: (1) using the traditional study scheme of preview, practice, and review but changing the content of each stage; (2) using traditional procedures but changing the content or manner of instruction; and (3) using students to teach each other. (EDS/ERIC)

Moffett, O. E. (1983). State of the art of foreign language education in the People's Republic of China. Foreign-Language-Annals, 16(1), 13-17.

Foreign language teaching has made considerable progress in China in recent years, despite serious handicaps. A concerted effort is being made to overcome shortcomings and modernize teaching

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methods. Barring further major political upheaval. China should achieve recognition as a leader in foreign language methodology before the turn of the century.

Owens, R. J. (1986). The teacher as communicator. Chinese University Education Journal, 14(1), 49-54.

This study maintains that recent developments in the teaching English as a second language or other language have shifted the emphasis from the teacher as a good communicator to teaching the learner to communicate. It provides guidelines for ensuring successful TESOL instruction. (EDS/AA)

Sticchi D. M. (1985). The use of L1 in language classrooms. Perspectives, 9(1), 8-14.

Non-native teachers of English often feel uneasy about using their native language in the classroom, but the native language may well serve a purpose. Two studies involve the languages of a Chinese teacher and an Italian teacher of English. The results indicate that comprehensibility of directions is an essential pre-requisite for classroom activities and L1 can make learning smoother for the students. (EDS/AA)

van Naerssen, M., & others. (1984). How does a Chinese student like a thermos bottle? [ERIC ED 249 818]

The analysis of a study of classroom communication skills focuses on these communication features: total class time for teachers and students, student and teacher initiation of interactional frames, techniques used by students in initiating interaction, and nonverbal feedback from students. (EDS/AA)

Wang K. (1986). Teaching English as a foreign language in China. TESL Canada Journal [Special issue 1], 153-160.

The history and current status of teaching English as aa foreign language (TEFL) in China, including problems, solutions and overall objectives of colleges, and universities.

Wein, L. (1980). International perspective: English language instruction in China today. English Journal, 69(2), 13-14.

Based on observations and personal interviews, the author reports on the changing nature of English instruction in China. She notes that English instruction is very highly developed in China, with the first exposure to English occurring in the third grade; instruction continues inforeign language schools, universities, and vocational institutions.

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White, C. J. (1988). Negotiating communicative language learning in a traditional setting. ELT Journal, 43(3), 213-20.

An approach to the teaching of English to adult students in a course in China aimed at opening up and developing the vocabulary of the students through a variety of text-related session of fluency-focused activities, and the hope was that through which students could become independent users of English. (EDS/AA)

Wildsmith, R. (1980). English language problems of Chinese students in South Africa. [ERIC ED 231 248]

The status of English as learned and used by Chinese students in South Africa was investigated to provide perspective on the language policy. A questionnaire was administered to 75 secondary school students attending schools that cater to Chinese students and general public schools for all groups. It is concluded the these students cannot be expected to achieve the same level of competence in English as native speakers.

Zhang, Z. (1988). From general English to EST: A proposal to reform China's service English teaching. TESL Canada Journal, 16(1), 51-59.

Described is English teaching in China, covering course materials, teaching activities and students' reactions, and noting an upsurge of interest in English for science and technology. Suggestions for preparing course materials, teaching and learners' testing are provided.

Zhuang, J. (1984). English teaching in China's colleges. [ERIC ED 245 565]

The political, cultural, and social factors that have influenced English language teaching in the People's of China's colleges are examined. A brief history of English teaching in China is presented. The influence of sociocultural factors in teaching material, methodology, teacher education, and learner behavior is discussed. continuing efforts to bring new materials, methodology, and cross-cultural communication to China are recommended. (EDS/ERIC)

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Phonology

Brown, J. D., & Hilferty, A. (1986). The effectiveness of teaching reduced forms of listening comprehension. RELC Journal (Singapore), 17(2), 59-70.

This classroom research investigates the effectiveness of teaching reduced forms (e.g. gonna for going to) for improving listening comprehension among EFL students in the People's Republic of China. The results indicate that teaching reduced forms does aid listening comprehension. (EDS/AA)

Brown, J. D., & Hilferty, A. (1986). Listening for reduced forms. TESOL Quarterly, 20(4), 759-63.

Some recent English as a foreign language textbooks include materials on the reduced forms which refer to processes including contraction, elision, liaison, assimilation and reduction. A test was done with 32 Chinese-speaking advanced students after they had 4-week lessons of the selected English reduced forms. Results indicated that instruction did increase ability in integrative grammar. (EDS/AA)

Kalchen, J. E. (1988). Mastering English pronunciation through literature. Paper presented at the Annual Meeting of the International Conference on Language Teaching/Learning of the Japan Association of Language Teachers (14th, Port Island, Kobe, Japan, October 8-10, 1988)

This paper describes activities incorporating literature, music, and cultural materials that are used with foreign language (English) major at National Tsing Hua University (Taiwan) and make suggestions for their use in the pronunciation class. (EDS/AA)

Molholt, G. (1988). Computer-assisted instruction in pronunciation for Chinese speakers of American English. TESOL Quarterly, 22(1), 91-111.

This article represents a synthesis of concepts from contractive phonology, speech processing, TESOL, and computer-assisted instruction for the purpose of improving the communication skills of international teaching assistants in U.S. colleges and universities. The focus is on the speakers of Chinese. (EDS/AA)

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Reading

Fischer K. E. (1986). Teaching cloze-reading for ESL/EFL: Use and abuses. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986) [ERIC ED 271 952]

The approaches used for reading instruction in the United States and in the People's Republic of China are different and incompatible. Experience in English classes in China suggests that the cloze-reading approach produces some unexpected positive results in language training and analysis, especially in the written form of English. (EDS/AA)

Hui-Bon-Hoa, M. L. (1987). Teaching Chinese students to read and write about western literature: A study of two sophomore writing classed in National Taiwan University. Working Papers in Linguistic and Language Teaching, 10, 21-40.

Discussed is the development and implementation of a program to teach English literature to students in National Taiwan U. Described are the ways to address the problems: inadequate mastery of the language, unfamiliarity with western methods of literary study, etc. (EDS/AA)

Obsborne-Wilson, C., & others. (1989). Helping Chinese students in the literacy transfer process. Journal of Reading, 32(4), 190-97.

This study aims to heighten teacher awareness of the semantic, syntactic, and phoneme-grapheme transfer problems that Chinese students face. It provides teaching suggestions involving phonology, vocabulary, syntax, and morphology, and urges reading teachers to use the visual modality to help make the transfer to the English script system more successful. (EDS/ERIC)

Syntax

Elizabeth, R. (1986). The meaning and discourse function of the past tense in English. TESOL Quarterly, 20(2), 267-86.

The past tense is often used inconsistently, even by very advanced ESL learners. For Chinese or Indonesian, whose languages have no past tense, there are lots of difficulties for the learners to acquire the use of past tense. An analysis of the meaning and discourse function of the past tense is

presented; suggestions are offered for teaching and practicing. (EDS/AA)

Lane, S. (1981). Determining the determiner: Aspects of teaching "The" and "A" in ESL. [ERIC ED 210 939]

This paper examines the aspects of teaching the structural and semantic functions of the article in English. Writing samples from native Chinese, Japanese, Korean, Spanish, Farsi, French, Hebrew, Greek, Bengali and Arabic speaking ESL students illustrate the problems that exist in understanding the use of the determiner. Students are not aware of the particularizing functions of the determiner. (EDS/ERIC)

Writing

Alptekin, C. (1988). Chinese formal schemata in ESL composition. British Journal of Language Teaching, 26(2), 112-16.

Described is a study showing how the classical Chinese world view finds its way into Chinese students' writing compositions. English teachers must help students progress from writing based on reasoning and rhetoric indigenous to their own culture, to writing in line with the thought and rhetoric patterns of the English-speaking context.

Huang, G. F. (1985). The productive use of EFL dictionaries. RELC Journal, 16(2), 54-71.

An attempt is made to emphasize the value of using English as a foreign language (EFL) dictionaries for production and by presenting the linguistic difficulties that Chinese learners of English have in writing, to show how EFL lexicographers which can help users are still further with problems of production. (EDS/AA)

Johns, A. M. (1984). Textual cohesion and the Chinese speaker of English. Language Learning and Communication (Zhongying Yuwen Jiaoxue), 3(1), 69-74.

Described is a project designed to help Chinese teachers of English acquire better writing skills. Emphasis is placed on the selection of cohesion items in paragraph construction. Students were found to have difficulty with conjuncts, particularly the adversative conjunct. (EDS/AA)

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Kwok, H., & Chan, M. (1989). Creative writing in English: Problems faced by undergraduates in English Department, University of Hong Kong, Topics in Culture Learning (Vol. 3). [ERIC ED 116 470]

This article describes an undergraduate course in creative writing offered by the Department of English at the University of Honk Kong. Most students in the course have Chinese as a native language and have received their secondary education in English. This paper specifically deals with prose works, and focuses on the special problems faced by the students as a result of having to write in a second language. (ED/ERIC)

Larkin, G., & Shook, R. (1978). Interlanguage, the monitor, and sentence combining. [ERIC ED 169 779]

An experiment on relative clause formation involving Cantonese students who were learning English was conducted. The study sought to determine whether sentence combining exercises would help Chinese students construct long relative clauses instead of the short relative clauses that exist in their first language. (EDS/ERIC)

Lay, N. D. S. (1978). Chinese thought and Chinese language: Effects on students' writings. [ERIC ED 166 275]

Because the conceptual and grammatical constructions of English and Chinese vary drastically, Chinese students often have difficulty learning to think and write in English. Because of the different structure of the Chinese language, the importance of articles, prepositions, and conjunctions in English should be emphasized. These and other suggestions for improving Chinese student's writing are made in this paper. (EDS/ERIC)

Leung, L. S. K. (1984). The relationship between first- and second-language writing. Language Learning and Communication (Zhongying Yuwen Jiaoxue), 3(2), 187-202.

A study of the relationship between L1-Chinese and L2-English writing in a population of secondary school students. Analysis revealed a close relationship between L1 and L2 writing . Some L2 writing problems can be traced to L1 problems. (EDS/AA)

Matalene, C. (1985). Contrastive rhetoric: An American writing teacher in China. College English, 47(8), 789-808.

Argues that a culture's rhetoric constitutes an interface where the prescriptions of the language meet the practices of the culture. Attempts to identify and suggest some of the differences between Chinese and Western rhetoric that confront an American writing
teacher in China.

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Wang S. C. (1988). What we do and don't know about Chinese learners of English: A critical review of selected research. RELC Journal, 19(1), 1-20.

A critical review of selected research on the learning of English by Chinese speakers, focus on the difficulties they experience and the variables determining their success in learning English. Topics covered include phonology, morphology and syntax, the typological transfer hypothesis, analysis of written and spoken discourse. (EDS/AA)

Xu, G. Q. (1989). Instruction of EFL composition in China. [ERIC ED 304 019]

A discussion of the state of writing instruction in EFL in China begins with a review of the history of instruction, and then looks at the current situation in Chinese schools. It is concluded that instruction in EFL composition does not currently meet the need for writers of English in China. (EDS/ERIC)

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SECOND LANGUAGE ACQUISITION FOR THAI LEARNERS

AN ANNOTATED BIBLIOGRAPHY

BY

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SECOND LANGUAGE ACQUISITION

DR. DAN J. TANNACITO

SPRING SEMESTER, 1990

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INTRODUCTION

This annotated bibliography presents the English language situation in Thailand. It is divided into two parts. The first part is English teaching and learning in Thailand. And the second one is English language acquisition of Thai learners.

The sources of our bibliography are Linguistics and Language Behavior Abstracts (LLBA), Educational Resources Information Center (ERIC), Language Teaching (LT), and Education Index. Furthermore, the abstracts from the Dissertation Abstracts International are also included. The sources are from the year 1985 till present. In addition, we also combine the annotated bibliography of Miss Orchon Tulapibanchai, "Ten Years of Research on Thai Learners of English", from 1975-1985. The reason is that our information collected is not enough and we would like to cover all of the abstracts involving English language in Thailand that we can find as much as possible.

We use (TAWAME/SOURCES) when we modify the abstracts from the indexes; whereas, we initiate OR as the initial for Orchon's annotated bibliography. Both parts of the abstracts are in order alphabetically.

Tassaneeya Anuntamek
Walaiporn Vitooravet
Mettiya Kanchanomai

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TEACHING/LEARNING

Bechanon, K. (1985). Proposed methods for teaching reading comprehension to Thai university students. Dissertation Abstracts International, 2817-A.

This study examined the situation of teaching and reading at Silpakorn University. The findings revealed that in reading passages, students had many linguistic factors that interfered with their comprehension. A majority of the Thai college students perceived the importance of reading English but their insufficient knowledge at the lexical, structural and discourse levels discouraged them from studying reading English. The inability of students to find the theme and the main idea of the story read and the difficulty of students in interpretive and critical reading were the main problems the discourse level. (TAWAME)

Bhummichitra, P. (1989). A proposed curriculum for literature written in English for private universities in Thailand. Dissertation Abstracts International, 49(12), 3597-A.

The writer attempted to propose a curriculum for literature written in English for private universities in Thailand. The curriculum designed was based on Hilda Taba's curriculum development. The proposed curriculum was submitted to two professors from the Department of English, the university of Kansas to determine whether it shows the proper organization of English literature courses. The proposed curriculum was also sent to another panel of five Thai members, who determined whether the objectives and the content are consistent with Thai culture values. (TAWAME)

Boyle, P. J. (1984). Listening comprehension - The crossroad of language and psychology. PASAA, 14(1), 11-17.

It is generally held that listening comprehension should play a greater role in foreign language teaching programs. Many disparate methods have evolved. It is suggested that more listening programs should be incorporated into the syllabus. The language teacher and the psycholinguist must work together to achieve successful utilization of listening comprehension teaching method. (TAWAME/LLBA)

Chaibunruang, S. (1987). Problems in the selection and teaching of novels in literature courses at the college level in EFL programs in Thailand. Dissertation Abstracts International, 48(5), 1136-A.

The intent of this study to discover problems in the selection and teaching novels in English and American literature courses at the college in an EFL program in Thailand. The results of the study showed that most of the instructors used unbridged version of novels in teaching. They used a variety of strategies in the selection of novels. They considered students' reading abilities, interests, and needs as major factors in the selection. (TAWAME)

Chaopricha, S. (1985). A microcomputer in Individualized language teaching, English reading comprehension (ESP). PASAA, 15(2), 31-40.

The result are summarized of research aimed at testing the hypothesis that an effectively programmed microcomputer is an efficacious tool in foreign language reading instruction. A software system was developed for intensive reading course for Thai graduate students(N=25). The experimental group performed significantly better on an achievement. Examination given at the end of the course. (TAWAME/LLBA)

Chuansnit, S. (1985). Assessment of teacher attitudes toward the teaching English in Thailand. Dissertation Abstracts International, 45(12), 3569-A.

The propose of this study was to assess the nature and extent of teacher attitudes toward the teaching of English in Thailand, as well as to determine the extent of knowledge about the teaching of English possessed by Thai teachers. Differences in attitude/knowledge between Bangkok teachers and non-Bangkok teachers were sought. Differences in attitude/knowledge between teachers working at various levels of instruction were also ascertained. For the main study groups there were no significant differences in attitude between the two groups. (TAWAME)

Chulasai, D. (1986). Reading of English of Science and Technology: an overview of the literature. PASAA, 16(1), 16-25.

The literature concerning the teaching of reading in English for science and technology instruction is reviewed and summarized. There appears to be considerable consensus regarding the most problematic areas of student difficulty. Subtechnical vocabulary usage or choice of tense are areas of particular concern. The rhetorical and organizational uses of language present other significant problems for international students of EST. (TAWAME/LLBA)

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Clarke, D. F. (1979). Brief description of the reading and writing course in production and use at DTEC Language Institute. PASAA, 9(1), 95-106.

Describes an English course for Thai civil servants preparing for study in English-speaking countries. The course uses an approach that is primarily functional and secondarily notional. Reading writing instruction are closely meshed and focus an a single reading passage. Emphasis is on formal and semiformal English as encountered in academic courses. (TAWAME/LLBA)

Contrastive study/error analysis Thai-English: Specialized bibliography c 11. (1975). London: British Council.

This selective bibliography is divided into two main section, the first dealing with Thai-English contrastive studies. The second section deals with error analysis for Thai speakers learning English. The entries range in date from 1955 to 1974, the books cited are Thai or German publications and the articles appeared in well-known Thai, European or American pedagogical language journals. (TAWAME/OR)

Dabayasuvarn, M. L. B. (1982). A brief survey of the techniques of translation. PASAA, 12(1), 1-8.

Some specific rules that should be kept in mind by translation are presented. Skills and aptitudes needed by the translator are listed and the nature of items to be translated is consider. Some examples of translation are provided. (TAWAME/LLBA)

Dhanasarnsombat, S. (1985). A factor Analysis of the reading skills employed by Thai college students to comprehend English prose. Dissertation Abstracts International, 46(5), 1235-A.

The present study addressed four questions: 1) What are the factors underlying reading tasks performed by Thai undergraduate students? 2) What is the pattern of relationships among the factors? 3) Can hierarchy be established for the factor? 4) Is the factor structure of proficient readers different from that of less proficient? Finally, the proficient readers were found to differ from nonproficient in both the number and the nature of the factors underlying their reading performance. (TAWAME)

English language teaching profile: Thailand. (1977). London: British Council. [ED NO. 149 637]

This profile outlines the English language teaching situation in Thailand including the role of English within Thai society and with in the educational system. Areas covered include English

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language requirements and English within the curriculum, teaching personal as well as training instructional materials, English outside the educational system, and British and American support for the teaching of English. (TAWAME/OR)

Farnan, J. (1970). A selected bibliography on English language learning and teaching in Thailand. [ED NO. 176 593]

This bibliography which covers a wide range of topic of interest to ESL teachers and researchers is divided into three section: books, articles, and microforms. Reference materials include studies on Thai Language and culture, anthropological and sociological references, various bibliographies, contrastsive studies and works in phonetics and phonology. There are research on specific language learning difficulties of Thai students. (TAWAME/OR)

Franck, C. R. and Others. (1985) In-country TEFL/crossover tropical agricultural training manual. Trainer's Edition. [ED NO. 288 053]

This trainer's manual was developed for two purpose: 1) as a record of what was done with the 1984 Test of English as a Foreign Language (TEFL)/Crossover Agricultural Training program in Thailand; and 2) as a resource to share with other Peace Corps countries where in-country basic tropical agriculture training is conducted. Throughout the manual, pages providing information for the trainer are marked with a "T" preceding the page number and are interspersed with pages for the trainee. (TAWAME/ERIC)

Franck, C. R. and Others. (1985). In-country TEFL/crossover tropical agricultural training manual. Trainee Edition. [ED NO. 288 054]

Correlated to the trainer's manual for the same course, this trainee's manual has been designed for Peace Corps trainees coming to Thailand without stateside agricultural training. Although it was developed for the training of Test of English as a Foreign Language (TEFL)/Crossover, the majority of session are appropriate for other Peace Crops countries. The manual is four organized in four parts. (TAWAME/ERIC)

Frankel, M. A. (1979). A multi-dimensional approach to reading materials. PASAA, 9(1), 44-55.

Describes a first year university English reading course. The course was designed as an introduction to English for special purposes courses and had to be self-instructional according to university policy. Text encoding and decoding are both multi-dimensional activities which involve three factors: semantic content, rhetorical devices and linguistic form. (TAWAME/OR)

Gebhard, J. (1981). Apparent problems and suggestion for solving them: A study of the EFL conversation class in Thailand. PASAA, 11(1), 14-20.

Observation of EFL classes in Thailand have led to the recognition of certain problem areas including; use of students' expectations of what it means to learn conversation; talking about language in the class room; overuse of textbook; and motivating students. Each of these area is discussed and suggestions for dealing with the problems are given. (TAWAME/OR)

Goldenberg, T. (1979). English for the liberal arts in Thailand. PASAA, 9(1), 86-94.

Argues first that English courses in Thailand liberal arts programs must be concerned with inquiry and self-realization and focus on the humanities subject matter and second that the methodology for "English for Liberal Arts" is to use English as the language of instruction in liberal arts courses. The English program's attempts to conform to the foregoing objectives are noted. (TAWAME/LLBA)

Hall, D. and Kenny, B. (1988). An approach to a truly communicative methodology: the AIT pre-sessional course. English for Specific Purpose, 7, 19-32.

The eight-week pre-sessional course for students at the Asian Institute of Technology in Bangkok is designed to focus on methodology rather than content. The teacher must identify the student's essential purpose in wanting to study a particular subject and by means of the new methodology, develop the individual's competence in learning, understanding and practice. (TAWAME/LT)

Hawkey, R. (1988). English for international communication: What goes wrong and why? PASAA, 18(1), 10-13.

Certain features of English as the language of communication are identified in a group discussion involving participants from many different language backgrounds. Problems of foreign accent, vocabulary, tone, impact, and coordination are discussed. This subjectively derived factors are compared with research data on English for international communication, particularly with reference to accent and intelligibility. (TAWAME/LLBA)

Hendricksen, D. P. (1978). Teaching of English to Asian. City University of New York, New York city College, Department of Asian Studies. [ED NO. 166 277]

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The relationship of American linguistic theory to ESL is traced over the past few decades. The limitations of the structuralist paradigm in language learning situation are discussed. The use of pattern drills based on the structuralism surface feature attention to word placement. Several specific problems of Asian in ESL situation are identified. (TAWAME/OR)

Kaewsanchai, N. (1989). A proposed EFL curriculum for teacher colleges in Thailand. Dissertation Abstracts International, 49(10), 2912-A.

The proposed program for teaching EFL at teacher colleges in Thailand emphasized business English. The result of analysis indicated that the current EFL curriculum does not meet the educational and professional needs of today's situation. Therefore, suggestions for new courses such as English for Tourism, English for the Hotel Business, English for the Restaurant Business, and English for Secretarial Services are offered. The proposed courses may be adapted by instructors in order to better serve the learners' needs. (TAWAME)

Kanittanan, W. (1983). Some evidence of cross-cultural transfer and some proposals on second/foreign language teaching. PASAA, 13(1-2), 63-73.

Presented are examples of transfer of Thai linguistic behavior/culture to English: greeting, terms of address, figurature expression, types of questions asked, formulaic language and polite particles. It is proposed that student be taught: 1) basic linguistic elements, first and second language differences and 2) the target language culture. It is suggested that 1 and 2 be taught at the beginning of language study. (TAWAME/LLBA)

Khemnguad, W. (1981). Individualized instruction: role of testing. PASAA, 11(1), 32-37.

Individualized instruction programs in foreign languages usually involve the following elements: sequences of instructional objectives to define the curriculum; instructional material to teach each objective; an evaluation procedure; and a plan for developing individualized programs. Characterized program for an English course and the diagram of individually prescribed instruction. (TAWAME/LLBA)

Kietprawat, K. (1985). EFL instruction in Phrae province, Thailand. Dissertation Abstracts International, 45(8), 2376-A.

This study explores problems encountered in the implementation of English curriculum materials at an elementary level. Phrae province, Thailand, was selected as the region for this case study because of its difficult educational circumstances; here, the problems encountered by the teachers are more apparent than in more fortunate areas. The findings from the basis for several recommendation regarding curriculum materials, teacher training and supervision practices. (TAWAME)

Kirk, T. (1979). The listening comprehension programs at the Asian Institute of Technology. PASAA, 9(1), 62-73.

Because instruction at Institute is given in English, making listening comprehension imperative, the listening comprehension program's first step consists of dictations. A new program is designed based on a three-stage description of the listening process: recognizing, structuring, and extracting and recording. Exercise samples are reproduced in an appendix. (TAWAME/OR)

MacGillivray, J. P. (1981). An integrated-skills reading program for productive language development at the intermediate level. PASAA, 11(1), 21-29.

Outlines a theoretical framework for teaching English at the intermediate level. Intermediate-level language teaching should concentrate on teaching in terms of language functions and situational appropriateness. The problem is linguistically based on a combination of cognitive code and sociolinguistic approaches to language teaching/learning. Contemporary ideas of educational psychology concerning motivation and cognitive processes and ideas in psycholinguistics, form the psychological basis for the program. (TAWAME/OR)

Maithai and Wongbiasaj, S. (1981). Oral activities in an EST Classroom situation: Some practical problems and suggested solution. PASAA, 11(2), 39-44.

Offers solutions to problems encountered in Thai English for science and technology classes, such as large class size, insufficient time, students and teachers' reluctance to speak in English, students' diversity, etc. (OR/LLBA)

Mead, R. (1985). The content of business communication. PASAA, 15(1), 23-26.

It is shown that the teacher of English for Special Purpose (ESP) in a business context can draw much more heavily on everyday language and situations than can teaching in more technical fields. The question of how to teach students to understand and to make use of the interactive function of a text is address. (TAWAME/LLBA)

Murphy, D. F. (1981). Taking notes in engineering lectures: suggestion for ESP materials development. PASAA, 11(2), 26-38.

Discussed are two aspects of developing materials for nonnative speakers of English in engineering classes taught in English: 1) incorporation of visual material (e.g. diagrams) and audio-tapes of lectures and 2) utilization of lecture notes taken by native English speakers. Presented are suggestions for using tape-slide programs in teaching students how to take notes, and testing students' note-taking ability. (TAWAME/LLBA)

Maurice, A. and Maurice K. (1987). Qualitative research: what is it and how can it be used in Thailand? PASAA, 17(2), 22-28.

Qualitative research is not well-known in TESOL circles in Thailand. Its general characteristics are described including key characteristics such as application in a natural setting, use of inductive analysis, and emphasis on process over product. Difference between qualitative and quantitative research are described. Possible areas of application in Thai research including needs, analysis, classroom observation, and program evaluation are discussed. (TAWAME/HA)

Maurice, K. (1985). Communicative language teaching in Thailand: communicative or confused? PASAA, 15(2), 15-30.

With a view to the potential for improvement, the existing burdens hindering language education in Thailand are examined. Among five problems are discussed. It is suggested that the communicative approach to language technique is all too seldom utilized effectively, and offers solutions to many of this problems. (TAWAME/LLBA)

Meemeskul, M. R. (1985). Towards a descriptive model of Thai-English translation. Dissertation Abstracts International, 46(5), 1266-A.

This dissertation describes the translation process from Thai to English and from English to Thai. First, the problems involved in the translation process are discussed from a linguistic aspect. The process is viewed as three steps: analysis, transference and restructuring. Contrastive analysis of Thai and English is studied with a view to finding the model of linguistic description most suitable for comparison of English and Thai as a background for translation. The conclusion is reached that logico-semantic model is most applicable to Thai-English contrastive analysis. (TAWAME)

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Oller, J. W., Jr. (1987). Interview with John W. Oller, Jr. on "Pragmatic". PASAA, 17(1), 1-5.

This interview address the nature of pragmatic and its applicability to language teaching. Pragmatic learning activities and testing procedures are outlined. Potential research topics are noted. Application of pragmatic approaches to teaching English to Thai students is discussed. (TAWAME/LLBA)

Pachinburavan, W. (1986). Development and validation of an English placement test for freshman students at Khonkaen University. Dissertation Abstracts International, 3328-A.

For the purpose to group students of the same level of proficiency into appropriate program of English language learning, the English Placement Test Battery was developed for freshman of Khonkean University. It was comprised of four multiple-choice subtest of English language skill and components, namely; listening comprehension, vocabulary, structure, reading comprehension and the cloze subtest. (TAWAME)

Pattanapinyowong, W., Vajanabukka, R. and Rungruangsri, P. (1988). A study of the academic English needs of medical students. PASAA, 18(1), 32-39.

A needs analysis was conducted among English for specific purposes (ESP) students at Mahidol University, Bangkok. Questionnaires completed by 351 medical, nursing and related field students and interviews with teachers in different university departments were analyzed to identify the academic needs of English students. Students emphasized the need for English for reading questions on examinations. Implications for the ESP program are discussed. (TAWAME/HA)

Peterson, M.P. and Sosnowski, B. (1985). Preparing refugee youth for American secondary school: the Pass Program. [ED NO. 263 774]

Preparation for American Secondary Schools (PASS) programs designed to prepare 13-to-16- year old refugees for the transition to American secondary schools have been implemented in the refugee training centers in Thailand and the Philippines. Program development was based on knowledge of the students' (all Khmers) educational background, placement testing, and the experiences of English as a Second Language programs in the United States. (TAWAME/ERIC)

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Pholsward, R. (1986). The testing of reading comprehension in English for Academic Purposes: a case study of economics students in Thailand. Dissertation Abstracts International, 46(9), 2643-A.

The study investigated reading difficulties in EAP as encountered by economics students in a non-English-speaking environment (Thailand) in which the teaching of reading skills is emphasized. The results obtained from both the quantitative and qualitative analysis indicated that the subjects found lexis less difficult than syntax and discourse. It was included that if priority were to be given to the teaching of three linguistic domains to the subjects in this study, syntax and discourse would require more emphasis than lexis. (TAWAME)

Sagarik, P. (1979). English for academic purpose in Thailand--an overview presented at the national EAP conference April 24- 26, 1978 at Chulalongkorn University. PASAA, 9(1), 6-13.

It is argued that changing methodology and terminology reflect an increased awareness of need in foreign languages. In Thailand, English is not used as a teaching or communication medium and is therefore, taught as foreign, not a second language. Thai university have developed ESP courses for students in related fields. Preliminary results are favorable. (TAWAME/OR)

Savangvarorose, B. (1985). Business English in Thailand: the needs of the Thai business community, and courses taught in the Thai university. [ED NO. 271 992]

Results of a 1982-1983 survey of the Thai business community concerning its needs for English language skills and of a survey of the course offerings at Thai colleges and universities are reported and discussed. The offerings, enrollment, methods, and materials used in business English instruction in the higher education institutions are reported, and their relevance and value are estimated, based in part on results of a survey of graduates. (TAWAME/ERIC)

Shaw, W.D. (1978). Why students study English: a tri-national study of student attitudes towards English in Singapore, India, and Thailand. [ED NO. 171 108]

In accordance with the growing trend in language teaching philosophy toward assessing learner needs before choosing methods and materials. Students from Thailand, India, Singapore were majoring in the fields of 1) English language literature and teaching, 2) engineering, and 3) commerce and business. A closed formal type of questionnaire with 111 items was used. (TAWAME/OR)

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Shettlesworth, C. (1979). Course design for first year studies in English for science and technology at Chiangmai University. PASAA, 9(1), 74-79, 80-85.

Discussed are the design principles of first-year English reading course at Chiangmai University native language reading process include parsing and inference. In second-language reading these higher order processes are not immediately available and must be preceded by the application of syntactic and lexical strategies: vocabulary, sentence, concept, function, paragraph, and text. (TAWAME/OR)

Sinhaneti, K. (1985). Culture! Culture! Everywhere. PASAA, 15(2), 41-53.

By way of an examination of various imported textbooks commonly used in English language instruction at the secondary or intermediate level in Thailand, the principal categories of socio-cultural information appeared in such texts are identified. It is argued that successful language learning depends crucially on the students' ability to understand the socio-cultural contexts that appear in educational materials. The capacity to effectively use a given language requires awareness of the cultural matrix in which that language is situated. (TAWAME/LLBA)

Smith, L.E. (1975). Teaching English in Asia: an overview. [ED NO. 116 473]

This paper presents an overview of the English teaching situation in Asia, with particular emphasis on Hong Kong, Indonesia, Japan, Korea, Malaysia, the Philippines, the Republic of China, Singapore, and Thailand. A distinction is drawn between ESL countries, because English as taught as a foreign language, usually, beginning at the secondary level and were the medium of instruction is the national large. (TAWAME/OR)

Smith, L.E. (1988). The role of English in Thailand: transition and tradition. PASAA, 18(1), 1-5.

The role of English as a world language is discussed. Differences between English as an International Language (EIL), English as a Second Language (ESL), and English as a Foreign Language(EFL) are considered. The place of both EIL and EFL in Thailand has become much more significant in recent years as the pace of development increases. Adequate knowledge of English will be essential to the future position of Thailand in the international community. (TAWAME/LLBA)

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Somboontakerng, T. (1981). Translation and the teaching of English in Thailand. PASAA, 11(1), 10-13.

It is suggested that teachers of EFL to Thai students should not rely solely on translation techniques. The overuse of translation techniques results in student who learn more about the language than how to use it, fail to acquire listening and speaking skill, and become rule conscious. Practical rules need to be summarized and the language item is very abstract. (TAWAME/OR)

Sukamolson, S. (1986). Techniques of text simplification. PASAA, 16(1), 36-45.

The process of simplifying texts in order to render them more accessible to nonnative speakers of the language in which they are written is examined. It is suggested that although text simplification is pedagogically useful, it needs to be carefully implemented in order to ensure that "simplified" text does not become less readable than the original. (TAWAME/LLBA)

Tantisawetrat, N. (1979). The first semester course at King Mongkut's Institute of Technology. PASAA, 9(1), 126-138.

One half the course is devoted to general and the other to technical English. The text used is science and technology's books, general and comprehension tape are also used. Material samples are appended. In the second semester reading course , Tasmee Chutima presents material based on A. Mountford's English is focus. This text was found unsuitable for science students. (TAWAME/OR)

Thanomsat, N. and Savangvarorose, B. (1981). Vocabulary: a problem of Thai students in learning English as a second language. PASAA, 11(1), 1-9.

Teaching techniques for helping Thai students overcome difficulties in learning ESL are proposed. The importance of vocabulary learning is discussed. It recommended that these problems overcome by increasing motivation and preparing good materials,i.e., well-graded materials on topics of interest to students. Repetition and practice are key elements in building a foreign language vocabulary. (TAWAME/LLBA)

Wangsotorn, A. (1985). Feature of English for business communication (EBC) in Thailand. PASAA, 15(1), 27-34.

Various programs for teaching business English in Thailand are examined on the basis of data gathered from instructors and graduate students (N=26). Differences between academically oriented and occupationally oriented English course are discussed. (TAWAME/LLBA)

(70)

Wangsotorn, A. and Others. (1986). Relationships between learning modes and the beginners' success in English. [ED NO. 271 964]

A study of the relationship of learner characteristics to success in beginning English examined the language aptitude, learning motivation and attitudes, spatial relations, study habits, and years of English instruction of 97 seventh-grade students in a Thai government school. Results indicate that the strongest predictor of success was language aptitude, especially in combination with learning motivation. Some recommendations are that variables other than language proficiency be considered in developing introductory courses, and that listening lessons be subordinated to visual or visual /aural lessons. (TAWAME/ERIC)

Wangsotorn, A. (1986). Learning strategies in operation. PASAA, 16(1), 13-15.

Based on a consideration of the variables of study activities, course characteristics, and student characteristics, a model of learning strategies in operation is proposed. In communicative language instruction study activities may be either "task-focused" or "learner-focused". The content and context of the language syllabus constitute the course characteristic variables. Content includes texts, study guidance, concepts, media, integrative aids, and evaluative measures. The degree of success in integrating these components determine the efficacy of the learning strategies. (TAWAME/LLBA)

Wangsotorn, A. (1987). Pragmatic dimensions of communicative language teaching. PASAA, 17(1), 29-38.

Pragmatic has been defined as the study language from the viewpoint of the users, particularly of the choices they make the constraints they encounter in using language in social interaction and the effect of their use of language on the other participants in the act of communication. In teaching English as an international language, teaching in both auditory and visual modes must have sound communicative underpinning, that incorporate pragmatic dimensions of language communication. (TAWAME/HA)

Waters, A. (1981). Report on seminar on teaching English for science and technology, King Mongkut's Institute of Technology, Thonburi campus, Bangkok, Thailand. PASAA, 11(2), 1-25.

Outlined are the seminar's aims, organization, content, methodology, and evaluation. Teaching materials produced by seminar participants are presented. (TAWAME/LLBA)

(71)

Waters, A. (1988). Teacher-training course design: a case study. ELT Journal, 42, 14-20.

This article is an attempt to remedy the course design for teacher training. The courses described in this article were designed for Thai teachers of English for Science and Technology (EST), working in institutions such as technical and agricultural colleges and universities. The students had from two to twenty years of teaching experience. These courses make up only one of the components in the M.A. programme. (TAWAME)

Weslander, D. and Stephany, G.V. (1983). Evaluation of an English as a second language program for Southeast Asian students. TESOL Quarterly, 17(3), 473-480.

This report summarizes an evaluation of the ESL program in Iowa public school. Teacher rated the students on progress in learning English and the Bilingual Syntax Measure (BSM) was administered as a measure of oral English proficiency. The author concludes that more instruction in English appeared to be beneficial during the first year of schooling but had diminishing effects during the second and third years. (TAWAME/OR)

Wiriyachitra, A. (1988). How to exploit dialogue in English language teaching. PASAA, 18(1), 14-20.

In foreign language acquisition, learners must attend to interaction as well as transaction. Communicative skills must be taught by exposing students to language that approximate as closely as possible the kind of communication situation they will encounter outside the classroom. Exploitation of dialogue in four different skill areas: listening, reading, writing,and speaking is illustrated. (TAWAME/LLBA)

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... (1982). Testing the transition skills. PASAA, 12(1), 9-13.

Semantic and communicative processes of translation are described. Various methods for assessing translation are examined and five testing matrix is evaluated using English-Thai and Thai-English translation of five students. Both oral and written language were tested. Negative correlations were found between written and oral translation skill between self-rating of skills and oral translation skills. (TAWAME/OR)

Ariyapitipun, S. (1989). An analysis of phonological error in the pronunciation of English consonants and vowels by selected native speakers of Thai. Dissertation Abstracts International, 50(2), 428-A.

This study delineated and diagnosed the types of errors that Thai students of EFL at the University of Georgia made in the production of English. The results showed that the majority of errors in pronunciation of English consonants involved the substitution of voiceless consonants for voiced consonants. Other errors included sound insertion, sound deletion, over-generalization of English spelling/reading rules, assimilation, and developmental errors. The possible causes for these errors were native language interference, interference due to inadequate knowledge of English rules, and problems caused by borrowed words, orthography, misperception of sounds, and incorrectly taught pronunciation. (TAWAME)

Aungpredathep, C. (1990). The self-reported composing experiences of four Thai ESL writers. Dissertation Abstracts International, 50(7), 1969-A.

The purpose of this study is to investigate the composing processes of four Thai ESL students in order to elicit and analyze why and how these students write the way they do, including what processes are at work in the writing. In this study the effects that Thai students' language learning background and native language interference has on their English writing are identified. The logic of students' own error explanations is also taken into account in addition to describing their composing processes, which is hoped to lead to a better understanding. (TAWAME)

(73)

Ayers, J.B. and Peters, R.M. (1977). Predictive validity of the test of English as a foreign language for Asian graduate student in engineering, chemistry or mathematics. Educational and Psychological Measurement, 37(2), 461- 463.

The validity of the test of English as a foreign language was examined in relation to prediction of success of fifty Asian students in engineering, chemistry, or mathematics. The test was significantly correlated with grade point average. (OR/CIJE)

Bachman, F.L. (1985). How "communicative" are language proficiency tests? PASAA, 15(2), 1-14.

A theoretical framework is outlined. The performance tasks and competencies required by several common testing procedures are examined in an effort to demonstrate how the proposed framework facilities evaluation of their relative efficacy. The following implications emerge: 1) test that do not involve communicative performance; 2) the relevance of specific aspects of communicative competence; 3) the inherent limitations of any given testing program. (TAWAME/LLBA)

Beebe, L.M. (1980). Cohesion in interlanguage: a study of conjunction. [ED NO. 268 806]

A study of textual cohesion in the oral discourse of learners of ESL had as subjects 19 Asians from 4 language backgrounds, who were living and, in most cases, studying English in the United States. It was found that, contrary to expectation, most conjunctive relations were correct but that most were external and not mandated by the speakers' desire to impose cohesion on his or her communication. It was also found that the Thais omitted a required conjunctive adjunct and that the proportion of conjunctive adjuncts used and the proportion of errors was related to proficiency level or language background. (TAWAME/ERIC)

Beebe, L.M. (1980). Sociolinguistic variations and style shifting in second language acquisition. Language Learning, 30(2), 433-447.

This paper presents empirical data collected from nine Thai learners of ESL living in New York to support the claim that there is sociolinguistic variation and style shifting in interlanguage phonology. Finally, it was found that monitoring and conscious monitoring with a learned phonological rule operated on a sliding scale and resulting in a style shift. (TAWAME/OR)

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Bhandhufalok, F. (1983). Contrastive analysis modals in English and Thai. PASAA, 13(1-2), 50-62.

A contrastive analysis of English and Thai modals outline similarities and differences in form and meaning, the most appropriate English-Thai and Thai-English translations, and potential errors by Thai students of English. Examined are can versus dâi, may versus â:d/ à:d d3a, etc. and past tense forms of English versus Thai modals. (TAWAME/LLBA)

Bond, Z.S. and Fokes, J. (1985). Journals of Phonetics, 13(4), 407-420.

This study compared the timing of syllables in the speech of non-native speakers of English with American English timing patterns. The subjects, native speakers of Thai, Malaysia, and Japanese, read English words in isolation and with one-and two-syllable suffixes added. The result was that the non-native speakers showed little awareness of the English pattern of compressing suffixed words in proportion to the number of added syllable. (TAWAME/LT)

Boykin, A. and Trungamphai, A. (1982). Attitudes and proficiency of university students in Thailand: a sociolinguistic study. [ED NO. 219 421]

English proficiency of Thai university students studying EFL was studied in relation to attitudinal scores on social, economic, travel or prestige scales. Secondarily, the subjects' attitudes toward their native group and toward the target group and their motives for learning English were studied in relationship to their attained level of proficiency. (TAWAME/OR)

Castro, C.S., Chair, M., Subongkotch, T. and Ibe, M.D. (1975). Filipino, Indonesian, and Thai listening test errors. Regional English Language Center Journal, 6(1), 61-72.

Studies have shown that sounds which subjects cannot distinguish are those either difficult or impossible to produce. Results indicate that when learning a foreign language, the entire native language system tends to be transferred in the process; when a phoneme in the foreign language does not exist, the learner tends to substitute the nearest native phoneme; and when the variants of the phonemes and their distribution are not similar in both languages, problems occur. (TAWAME/OR)

Chavanachat, P. (1986). The use of a cloze test as a measure of English proficiency for Thai university graduates. PASAA, 16(1), 26-35.

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The efficacy of cloze tests in determining the English proficiency levels of Thai university graduates is investigated. The results from the cloze test were compared with those from the EPT. A significant correlation was found between the overall score on the EPT and the cloze scores. Moreover, the cloze-exact and cloze-acceptable scores were both found to correlate more highly with the listening comprehension subtest of the EPT. (TAWAME/LLBA)

Chutisilp, P. (1985). A sociolinguistic study of an additional English. Dissertation Abstracts International, 45(11), 3337-A

This study seeks to provide an explicit analysis of a 'performance variety' of English as used in Thailand by the Thai people. It is and examination of the linguistic and sociolinguistic characteristics of English in the Thai context, where English serves as a vital role as an additional language. The ways in which English is patterned and organized support the concept of 'Thainess'. The discussion; therefore, includes shared rules of speaking and interpretations of speech performance, shared attitudes regarding language forms and uses, and shared sociocultural understanding with regard to Thai norms and values in Thai settings. (TAWAME)

Donald, S.L. (1978). Discrimination of subphonemic phonetic distinctions. Haskins Laboratories Status Report on Speech Research, 54, 113-120.

Experiments were conducted to determine whether discrimination depends on actual phonemic categorization or whether it can rely on an awareness of a phonetic discussion used phonemically in a subjects' language, but which is not distinctive in the context being tested. Evidence suggests that Thai subjects have some awareness of the subphonemic distinction between voiced and voiceless unaspirated velar stops, although the task's difficulty may have affected the results. (TAWAME/OR)

Durongbhan, M. (1981). Testing students' ability to read scientific English. PASAA, 11(2), 45-60.

To explore the awareness of the rhetorical function of tense in scientific discourse and its effect on foreigner's reading comprehension, three groups of students were tested: nonnative-English-speaking science students, native-English-speaking science students, and native-English-speaking students in a training course for ESL teachers. Results suggest that most nonnative students were unaware of the rhetorical functions of tense. (TAWAME/LLBA)

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Durongbhan, M. (1981). The use of -ing, -ed adjectives derived from 'emotive' verbs: how are they treated in grammar books? PASAA, 11(1), 38-46.

Grammar books traditionally offer incomplete or confusing explanations of the use of the adjectives and students frequently make errors concerning their use. After surveying the treatment of these adjectives in various texts, suggestions for teaching the use of these adjectives are given. It is important to follow M. Burt's and C. Kiparsky's distinction between straight forward and reverse psychological verbs, to explain the underlying meaning of -ing and -ed adjectives. (TAWAME/LLBA)

Durongbhan, M. (1982). The use of "can" versus "be able to". PASAA, 12(1), 31-40.

The use of can and be able to by native speakers of English was studied on the basis of data collected from grammar reference books, native language sources and a questionnaire administered to nonacademic and academic (N = 17 each) English speakers. Findings are discussed with reference to their application in ESL teaching. (TAWAME/LLBA)

Eriksen, T.A. (1980). Pronunciation lessons for teachers of classes of adults of mainly South East Asian origin at near-beginning to intermediate levels of English as a second language. [ED NO. 213 250]

The lessons are intended for teenage and adult students. Focus is on placement of the tongue, jaw, lips and movement involved and whether the sound is whispered or spoken. Consonants are taught in pair so students realize the distinctions necessary to avoid misunderstandings. Exercises focus on listening spelling and repetition. (TAWAME/OR)

Fieg, J.P. (1983). Thai students' written English - a syntactic analysis. PASAA, 13(1-2), 1-40.

Writing by four ESL students is examined and problem common to all are analyzed in term of possible interference from Thai strengths and weakness of individual student are outlined. The student profiles presented could be used by teachers in lesson planning and in devising problem-specific exercises. (TAWAME/LLBA)

Gandour, J. (1983). Tone perception in Far Eastern language. Journal of Phonetics, 11(2), 149-175.

Investigates perceptual dimensions of tone and the effect of linguistic experience on a listener's perception of tone.

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Listeners from four Oriental tone language: Cantonese, Mandarin, Taiwanese, Thai and from a non-tone language: English were asked to make direct paired comparison judgments of tone dissimilarity.

Greene, J.F. (1983). Asian readers: the morpheme conceptualization barrier. [ED NO. 234 619]

Investigates the acquisition order of English morphemes by adult second language learners from Asian language background. Subjects were 159 native speakers of non-inflicted languages enrolled in high school and college ESL classes. Findings supported the "Morpheme Conceptualization Barrier" hypothesis. (TAWAME/OR)

Hall, D., Hawkey, R. and Kenny, B. (1986). Testing student language performance at the Asian Institute of Technology. PASAA, 16(2), 59-68.

Examined are three of the roles of the English Language Center (ELC) at the Asian Institute of Technology in evaluating student language abilities. The ELC administers a listening text used as part of the selection procedure for Thai applicants; maintains a continuous profiling system for learners in the pre-session intensive program and administers a self-assessment questionnaire used to help students decide whether they need further English instruction. (TAWAME/LLBA)

Indrasuta, C. (1988). A comparison of the written compositions of American and Thai students. Dissertation Abstracts International, 48(7), 1681-A.

This study aims at discovering similarities and differences in narrative written discourse of the two languages: American English and Thai, and also aims at comparing whether the written discourse in the second language is similar to the target language or to the first language. The analysis tends to reveal that the Thai students' writing in English is more similar to their first language than to the target language. The findings show similarities as well as differences. (TAWAME)

Klangchanee, N. (1988). Contributions of schema theory and discourse analysis to a reading program for advanced students of EFL in Thailand. Dissertation Abstracts International, 48(2), 352-353-A.

This dissertation makes use of how the two theories named Schema Theory and Discourse Analysis can be combined to explain the comprehension process among ESL and EFL readers. The writer proposed a reading program depicting an appropriate background knowledge in term of formal and content schema to interact with the text. (TAWAME)

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Kral, T.J. (1987). Life saving techniques for the foreign language lost at sea. PASAA, 17(1), 15-20.

A recounting of learning/acquisition experience with a new target language. Though an experienced foreign-language teacher and a sociolinguist, the student found himself going through learning activities with no apparent language acquisition taking place. Out of the frustration which he felt as a result of this foreign-lang experience, he identifies concepts that underlie effective language teaching/learning acquisition. (TAWAME/LLBA)

Lee, G.E. (1976). Reading for Asian students. [ED NO. 159 585]

Asian students trying to learn to read English can best be assisted by receiving a strong oral language enrichment experience. Student is apt to be motivated to learn to read the language. Asian students especially encounter certain linguistic difficulties which hamper beginning consonants, consonant blends, certain final sounds, particular diagraphs changing pronunciations of the same vowel combination, and syntactical.

Leesatayakun, M. (1988). Communicative language teaching: observation of the EFL classrooms in Thailand. Dissertation Abstracts International, 49(3), 449-A.

The purpose of this study was to investigate the extent to which the communicative approach had been applied in English classes in Thai secondary schools. Three secondary English classes were selected for the investigation. Findings of the study indicated that there were differences in a) the types of activities used, b) the ways students were organized, c) the focus of content, and d) language skills practiced. For teacher and student verbal interaction, significant differences were found in the communicative features of target language use, information gap, and incorporation of preceding utterances, but not in the feature 'sustained speech'. (TAWAME)

Moser, P. (1975). An experiment in individualized instruction. PASAA, 5(1), 162-166.

Forty-two level I students were placed in an individualized English language program spending time in large group, small group and individual work. Pronunciation, vocabulary, grammar, writing, reading games and songs were taught. Students completed program objectives based on contractual agreements. Achievement level were high and small-group/individualized class time appeared to be the program's most effective part. (TAWAME/OR)

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Murray, D.E. (1982). Diagnostic testing of the intelligibility of Thai and Japanese speakers of English as a foreign language. Working Paper of the Speech and Language Research Center, 3(4), 1-21.

The aim was to explore testing devices which could be used to diagnose objectively which aspects of a learner's segmental showed that separate diagnostic test are necessary to evaluate students' performance. Two secondary studies investigated the nature of the errors of Thai and Japanese speakers' performance which caused them to be unintelligible. (TAWAME/OR)

Nation, I.S.P. and Nation, K. (1979). Reading problems and exercises for Thai learners of English. PASAA, 9(1), 37-43.

Errors in the English-Thai translations by eighteen adult Thai students at a language institute were analyzed based on a retranslation of the students' text into English. Most important errors relate to clause relationship, homography, and reference words. Exercises are presented focusing on each problem area. (OR/LLBA)

Nilagupta, S. (1977). The relationship of syntax to readability for ESL students in Thailand. Journal of Reading, 20(7), 585- 594.

Studies the relationship between Thai students' ability to interpret syntactic structure and their ability to comprehend English written materials. Graduate and undergraduate students' scores on tests were correlated. Result revealed that syntactic factors as negative words, passive voice constructions, embedding, deletion and nominalization contributing to readability difficulties for native speakers seemed to cause difficulty to Thai students, too. (TAWAME/OR)

Nilrat, K. (1986). A comparison of the English skill performances of teacher education and humanities English majors at Srinakharinwirot University, Thailand. Dissertation Abstracts International, 47(6), 2008-A.

The purposes of this study were a) to determine whether the two types of EFL programs at Srinakharinwirot University (SWU), Thailand, made any differences on the students' English skill performances as measured by the TOEFL and b) to determine the relative English language strengths and weaknesses of EFL majors in the faculties of education and humanities. The findings showed that the two EFL programs at SWU did not make significant differences in listening comprehension, structure or general English skills, but they did make a significant difference in reading comprehension skills. (TAWAME)

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Palmer, A.S. (1981). Measure of achievement, communication, incorporation and integration for two classes of formal EFL learners. RELC Journal, 12(1), 37-61.

This study investigated the effects of using a particular type of highly controlled. Materials introduced into classroom in Thailand were developed to encourage control communication. Subjects were 52 first-year engineering students, being divided into two groups: controlled and experimental. Thai was mainly spoken by the instructor in the classroom. (TAWAME/OR)

Pongtongcharoen, S. (1978). English loanwords in Thai. PASAA, 8(1), 65-90.

The analysis presents only words borrowed from English. The corpus consists of cira 400 words drawn from everyday usage, the majority of which exhibits patterns of change, mostly in sound, from the sound pattern of English to Thai. Types of change exhibited by the data can be classified by consonant, vowel and stressed syllable changes, addition of tone, word clipping and meaning change. (TAWAME/OR)

Prapphal, K. and Others. (1982). Nonprimary language acquisition. [ED NO. 223 100]

The relationship of affective variables and types of exposure to SLL was investigated along with the validity of a questionnaire on attitudes toward English. The affective questionnaire, exposure indices, and test of English proficiency were administered to 403 Chinese, Japanese, and Thai university students who has studied ESL. Extensive data tables, the English cloze test, and the affective questionnaire are included. (TAWAME/RW)

Prapphal, K. (1982). Surface and deep structure of language tests. PASAA, 12(1), 21-30.

Relationships between different methods of testing English language proficiency in Thai students was examined. University students were given English language tests. The tests' correlations appear to represent global language knowledge rather than specific linguistic skills. There is a clear relationship between test scores and overall GPA. (TAWAME/OR)

Prapphal, K. (1985). The use of pragmatic tests to identify two different stage of language acquisition for Thai students. PASAA, 15(2), 54-70.

A discussion of Research aimed at determining whether pragmatic tests facilitate the identification of two distinct levels of

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foreign and whether such tests reveal correlations between the two acquisition stages and such factors as sex, age, and previous educational experience. Both visual and auditory pragmatic tests were administered to school students. (TAWAME/LLBA)

Prapphal, K. (1987). Acquisition activities in the English class for Thai students. PASAA, 17(1), 39-42.

The application of the natural approach in teaching English to Thai students is discussed. This approach emphasizes the acquisition of communication skills and uses materials that facilitate participation in communicative events. Some illustrative classroom activities are described, including affective-humanistic activities such as ranking of political parties, and problem-solving activities such as creation of a scenario involving necessary steps in the voting process. (TAWAME/LLBA)

Puangmali, S. (1979). Text and discourse analysis and their implications for use in the preparation of EAP materials. PASAA, 9(1), 18-28.

Analyzed statistically were academic text in economics, engineering, political science and science with respect to vocabulary, structural patterns and discourse cohesion features. The study's aim was to discover features of technical English that could be used as basis for ESP course. Upon completion, a common core and distinctive feature list for each discipline categorized by occurrence type and frequency is expected. (OR/LLBA)

Realin, P.P. (1976). Teaching English through songs and games. TESL Reporter, 10(1), 4-5.

An experiment in using the Hawaii English program Music Component to tutor three Thai students is described. In addition to this successful program, four other music programs designed to help in English instruction are described are comments on each provided. (TAWAME/OR)

Roberts, P.D. (1976). Teaching the /r/ and /l/ phoneme to Asian students. TESL Talk, 7(3), 51-54.

Speakers of many oriental language find it difficult to distinguish systematically between the /l/ and /r/ phonemes. Due to the importance of recognizing these contrasts in English, the teaching of these phonemes should be one of the foremost elements in teaching English as a second language to Asian students. (OR/CIJE)

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Siriphan, S. (1989). An investigation of syntax, semantics, and rhetoric in the English writing of fifteen Thai graduate students. Dissertation Abstracts International, 50(4), 940-A.

The purpose of this study was to examine and analyze the writing of Thai students at the graduate level in order to discover their writing problems in the areas of syntax, semantics, and rhetoric. The results of the investigation revealed that Thai students in this study made errors both an syntactic and semantic levels. Errors which should receive first attention were those on verb, word-choice, preposition, and whole-construction. The English essay organization should also be taught to Thai students. (TAWAME)

Skaer, P.M. (1984). Language sound systems and second language acquisition. [ED NO. 248 712]

A language typology based on common errors made in pronunciation of English by speakers of other languages is presented and discussed. The classification system was developed from the concept of interlanguage, the intermediate step between a language learner's native and target languages, and the notion that interference in learning a new language can occur in the transition from one phonological system to another. It focuses on representative languages spoken by refugees and immigrants in Washington State, including Japanese, Vietnamese, Khmer, Amharic, Polish, and to a lesser extent, Mandarin, Korean, Spanish, Thai, Margi, and Igbo. (TAWAME/ERIC)

Smithies, M. (1976). Two methods of testing comprehension. English Language Teaching Journal, 30(2), 144-151.

Two approaches to reading comprehension are described which aim to make students give serious consideration to linguistic details. The first consists of a fairly technical text with a series of multiple-choice questions devised with the learners' particular difficulties in mind. In the second method, the different component section can be mixed or separated in a different way. (TAWAME/OR)

Sukwiwat, M. and Fieg, J. (1987). Greeting and leave-taking. PASAA, 17(2), 1-12.

Eight specific situations are examined in which greeting and leave-taking may be exchanged and difference in cultural and linguistic patterns between Thai and American speakers are explored. Phrases that are acceptable in Thai may be considered to direct in English. In the area of "personal comments" certain topic such as person's weight are acceptable in Thai but not in American conversation. (TAWAME/LLBA)

Thanomsat, N. and Savangvarorose, B. (1981). Vocabulary: a problem of Thai students in learning English as a second language. PASAA, 11(1), 1-9.

Proposed are teaching techniques for helping Thai students overcome difficulties in learning EFL. Discussed is the importance of vocabulary learning. Statistical evidence of Thai students' weaknesses in English vocabulary is given, as are suggested causes for these weaknesses. Repetition and practice are key elements in building a foreign language vocabulary. (TAWAME/OR)

Tantiwong, T. (1989). Influence of cultural schemata on reading comprehension performance of EFL secondary school students in Thailand. Dissertation Abstracts International, 49(10), 2983- A.

This study attempted to add to schema theory by examining the ways EFL secondary school readers in Thailand processed information in two different culture-specific passages. With respect to reading ability in EFL, able readers perceived the two different culture-specific passages to be significantly easier to understand than did less able readers. They also recalled significantly more gist recalls and less elaboration recalls on the two different culture-specific passages than did less able readers. Moreover, they recalled significantly more on the overall recalls of both native culture-specific passage and the foreign culture-specific passage than did less able readers. (TAWAME)

Wangsotorn, A. (1987). Relationship between learning modes and the beginners' success in English. RELC Journal, 18, 31-45.

Reported is a study of student language learning modes and learning mode preferences, conducted in the interest of determining relationships between these preferences and student success in learning English, and between learner success and other variables including aptitude and nonverbal IQ. It was found that learning mode accounted for more than 30% of achievement and that aural-visual and visual modes yielded significantly better results than aural mode alone. Language aptitude has the strongest relationship to English achievement. (TAWAME/LLBA)

Weinstein, G. (1984). Literacy and second language acquisition: issues and perspectives. [ED NO. 305 501]

Explores the relationship between literacy and second language acquisition by reviewing a study of this relationship which was

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conducted in Thai refugee camp and by discussing major findings in second language research. Suggests a functional rather than developmental approach to investigating literacy for community problem solving. (TAWAME/ERIC)

Wong, O.K. (1985). Language assessment of Asian students: problem and implication. [ED NO. 253 563]

The problems and implications of language assessment of Asian students are examined. In Asian countries, a student's language proficiency is measured in formal written examinations assessing discrete competence of grammar, composition, literature, dictation and calligraphy. The academic potential of many Asian students may not be properly assessed because of language competence. (TAWAME/OR)

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ACQUISITION OF ENGLISH AS A SECOND LANGUAGE BY INDIC LEARNERS:

AN ANNOTATED BIBLIOGRAPHY

Jacinta Thomas

Dr.Dan Tannacito
EN 743 Second Language Acquisition

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INTRODUCTION

This bibliography is a collection of articles dealing with aspects of acquisition of English as a Second Language by Indic learners. The scope has been narrowed to four Indic languages- Hindi/Urdu, Marathi, Punjabi and Tamil, the first three belonging to the Indo-Aryan language family and the last to the Dravidian language family. Hindi and Urdu are grouped together since they share a common grammar and lexicon and differ only in their use of specific registers.

The main sources of the bibliography are Educational Resources Information Center (ERIC), Linguistics and Language Behaviour (LLBA), Language Teaching (LT), and Publication of the Modern Language Association (PMLA), spanning the years 1980-1990.

The paucity of material does not reflect the paucity of research in this area , but rather the non-availability of material, most of the work having being done by Indic authors and publisned in India. The bulletin issued by the Central Institute of English and Foreign Languages, Hyderabad, India, provides rich source of material in this area.

Abstracts that have been taken directly from the source are thus labelled and those which have been modified have the initials of the bibliographer followed by the original source. Original

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HINDI/URDU

Agnihotri, R.K., Khanna, A.R., & Mukherjee, A. (1984). The use of articles in Indian English: Errors and pedagogical implications. International Review of Applied Linguistics, 22, 115-129.

The use of articles in English is examined on the basis of responses from 366 Hindi/Punjabi speaking undergraduates. The findings have helped establish a pattern of errors and a hierarchy of difficulties. The possible causes for these errors is considered and their pedagogical implications suggested. (JT/ERIC)

Bansal, R.K. (1981). English and Hindi: A contrtastive phonological study. CIEFL Bulletin, 17, 51-60.

This study describes the phonological differences (both phonetic and phonemic) in the sound system of English and Hindi. The areas of potential pronunciation problems for Hindi speakers are also highlighted. (JT)

Gupta, G.C. (1983). Memory retrieval process in bilinguals. Psycho-Lingua, 13, 9-23.

Hindi-English bilinguals (n=60) were given tasks in word recall. The results indicate that short term memory encoding occurs at different levels of processing, determined predominantly by acoustic relatedness, particulary when recall is in bilinguals' dominant language. Semantic relatedness is of secondary importance. (LLBA)

Jackson, H. (1981). Pronunciation of English consonants by Indian learners. English Language Teaching Journal, 35, 418-420.

The author argues that a phonological contrastive analysis based on a sound-for-sound comparison is an inadequate explanation for pronunciation errors of North Indian speakers learning English. The whole sound system should be compared and interference must be seen as learners adjustment to a new consonant system. (JT/AA)

Kachru, Y. (1975, March). The semantics and syntax of the causative constructions in English and south Asian languages: Implications for teaching English as a second language. Paper presented at the Convention of Teachers of English to Speakers of Other Languages, Los Angeles, CA.

This paper holds that a contrastive analysis based on meanihg and pragmatics rather than structure will help establish valid equivalences between the languages. The method for such an analysis is illustrated by a detailed discussion of some of the properties of causative constructions in English-Urdu.The pedagogical implications of such an analysis for English as a Second Language in South Asia is highlighted. (JT/ERIC)

Kachru, Y. (1983). Linguistics and written discourse in particular languages: Contrastive studies:English and Hindi. Annual Review of Applied Linguistics, 3, 50-77.

This study examines the various approaches to discourse analysis in general and to English and South Asian languages in particular. The grammatical structure of Hindi is examined. Sociocultural factors are also examined as they are seen to have considerable influence in constructing and interpreting discourse. The implications of such analyses for theoretical, empirical and pedagogical research are stated. (JT)

Parasher, S.V. (1977). Focus on learner's English: A case study of Hindi-speaking first year students' performance. CIEFL Bulletin, 13, 41-57.

This study identifies and categorises some of the written errors made by native speakers of Hindi in the first year degree class. The source of errors is traced to i) overgeneralization; ii) negative transfer from first language; iii) pressure of one English construction on another and iv) overdrilling of certain items. It is suggested that areas of deviation can provide ground for remedial work. (JT/ERIC)

Rahman, S.E. (1982). A contrastive grammar of English and Urdu form classes. (Doctoral dissertation, Northern Illinois University). Dissertation Abstracts International, 43, 1134A.

The study presents a contrastive analysis of the structural features of English and Urdu form classes.The underlying assumption of this method is that difference or similarity in the use of structural devices in either language impedes or facilitates the learning of the other language. The study primarily focuses on differences in the two languages and offers pedagogical insights into preparation of effective teaching and testing materials. (JT/AA)

Ramasamy, K. (1985, April). Compatability of language use across the curriculum in school level textbooks. Paper presented at

RELC Regional Seminar on Language Across the Curriculum, Singapore.

This article reports a study on language-related and non-language-related textbooks in Kannada, Hindi and English, prescribed for students of grades five and six. The results indicate that there is a failure to tap linguistic potentiality among the different books. The implication of the findings is that more efficient language learning will ocur when we utilise knowledge of the First Language. (JT/ERIC)

Sharma, N.K. (1983). Bilingual recogniton and lexical representations. Psycho-Lingua, 13, 1-7.

This is a report of a recall/recognition experiment on Hindi-English bilinguals. The subjects were asked to read word pairs from a subdeck of cards and were then asked to choose from a full deck they had seen before. There were more errors committed in the alternate language. The findings indicate that there is a language-specific organization in bilinguals. (JT/LLBA)

Siddiqui, A.H. (1977). The syntax and semantics of questions in English, Hindi and Urdu: A study in applied linguistics. (Doctoral dissertation, Ohio State University). Dissertation Abstracts International, 38, 2749A.

This dissertation examines the syntax and semantics of questions in English, Hindi, and Urdu. The underlying theory of this study is Generative Transformational Grammar. The study describes the features of questions in these languages and contrasts them . The pedagogical implicatioins for teaching of questions to Hindi-Urdu speakers learning English as a second language or vice versa are stated. (JT/AA)

Sood, S. C. (1981). Use of mother-tongue in teaching learners to choose the appropriate form of the indefinite article. English Language Teaching Journal, 35, 172-174.

This study describes the problems encountered by college students whose native language is Hindi in using the appropriate form of the indefinite article. The reasons for this are i) the method of teaching and ii) the nature of the English language. The use of the native language to remedy this situation is suggested. (JT)

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MARATHI

Pandharipande, R. (1983). LInguistics and written discourse in particular languages: Contrastive studies: English and Marathi. Annual Review of Applied Linguistics, 3, 118-136.

This paper analyses the discourse features of English and Marathi and points out the similarities and differences in the two languages. It is noted that sociocultural, syntactic and organizational factors also determine the form and function of discourse. Such a contrastive analysis yields useful information for predicting the likely areas of difficulty for Marathi speakers learning English as a second language. (JT)

Yardi, V.V. (1988). Teaching English pure vowels to the Marathi learner: Some suggestions. English Language Teaching Journal, 32, 303-307.

This study presents some of the likely problems of Marathi speakers in pronouncing the English pure vowels, based on a contrastive analysis of the sound of both languages. The problems anticipated are i) vowel length ii) vowel quality and iii) the length and quality that separates long vowels from short ones. It is suggested that mechanical drills be avoided and similarities between the sound systems of the languages be highlighted. (JT)

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PUNJABI

Anderson, J. (1982, July). The measurement of perception of cohesion: A second language example. Paper presented at the annual meeting of the World Congress on Reading. Dublin, Ireland.

This study aimed at examining student's perception of textual cohesion. Subjects, whose first language was either Punjabi or Italian were given test booklets containing a number of text deletions. Students did not display any serious weakness in measured points. The study is a useful method for measuring readers' text processing strategies. (JT/ERIC)

Avery, P., Ehrlich,S., Mendelson-Burns,I., & Jull, D. (1987). The sound system of English. TESL-Talk, 17, 81-116.

The article describes some of the pronunciation difficulties of Punjabi-speakers learning English as a second language. The main problems are an inability to distinguish certain phonemes in English; the insertion or deletion of a vowel or consonant and the use of incorrect stress and faulty intonation patterns. (JT)

Dawe, L. (1983). Bilingualism and mathematical reasoning in English as a second language. Educational Studies in Mathematics, 14, 325-353.

This is a report on a study of bilinguals (Punjabi, Mirpuri, Italian and Jamaican) who were growing up in England. The first language competence was extremely important for the child to reason in Mathematics in English as a second language. (JT/ERIC)

Duncan, D.M., Gibbs, D.A., Noor, N.S., & Whittaker, H.M. (1985). Bilingual acquisition of L1 Punjabi and L2 English by Sandwell Primary School children. ITL, Review of Applied Linguistics, 70, 1-32.

Diagnostic expressive language tests of Punjabi as a native language and English as a second language were devised and administered to native Punjabi speakers who had spent five, eight, or eleven terms at a school in England.Scores were analyzed to provide profiles of their behaviours in the two languages. Both languages showed increased sophistication of use with age. Native language skills showed a sprint between the eighth and eleventh terms while English language skills showed a more steady growth. Language transfer of some features was found to take place from English to Punjabi but not in the opposite direction. (LLBA)

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Duncan, D.M., & Gibbs, D.A. (1987). Acquisition of syntax in Punjabi and English. The British Journal of Disorders of Communication, 22, 129-141.

The article reports a study of bilingual children whose native language was Punjabi and second language English. The children were tested in three age/term gaps on oral expressive language tests of their syntax development in both languages. The major findings were i) second language development follows almost the same first language patterns; ii) there was no transfer from first language into second language but only from second language into first language. (JT/LLBA)

Huebner, T. (1989). Establishing point of view: The development of coding mechanisms in a second language for the expression of cognitive and perceptual organization. Linguistics, 27, 111-143.

An untutored Punjabi speaking learner of English developed a system of encoding that reflected neither his first nor target language. It is suggested that this system reflects transfer at the functional level and that cognitive organization effects ways on which target language forms are taken into the learner's variety. (JT/LLBA)

Jackson, H. (1982). Errors of Punjabi learners of English: A comparison of the grammars of Punjabi and English. ITL. Review of Applied Linguistics, 55, 69-91.

The likely errors of Punjabi-speakers learning English were predicted based on a contrastive analysis of the grammars of the two languages. The predictions were with actually occuring errors. Grammar of clause, phrase, word are treated in separate sentences. (JT/LLBA)

Seesahai, M. (1977). Punjabis learning English: Word order. TEAL Occasional Papers, 1 (Available from Maureen C. Sawker, British Columbia Association of TEAL, c/o Edward Campus, 2750 Oak Street, Vancouver, British Columbia, Canada).

This paper contrasts the five basic sentence patterns in English and Punjabi in order to arrive at the differences in word order between the two languages. The pedagogical implications of the study are that a learner's knowledge of first language should be tapped in teaching a second language. (JT)

TAMIL

Ghadessy, M. (1989). Selection of developmental errors by students with different L1 backgrounds. International Review of Applied Linguistics, 27, 53-63.

This study is based on the concept of errors as measurable variables that can be attributed to different learning strategies. Subjects were primary school students with different language backgrounds- Chinese, Malay and Tamil. Results indicate that there is no significant difference between the three groups in terms of developmental errors. However there is not always a correlation between marks obtained in accuracy and fluency tests. The implication is that both types of test items are needed to provide assesment of total competence of learners. (JT/AA)

Henderson, L. P. (1984). A phonological contrastive study of Tamil and English (Doctoral dissertation , University of Victoria, Canada). Dissertation Abstracts International, 46, 2281A.

The phonological systems of English and Tamil are contrasted. The speech of English and Tamil by L2 speakers highlights the interference of L1. This study helps establish the phonological traits shared by the two languages, as well as those found in one but absent in the other. (JT/AA)

Henderson, L. P. (1988). Interference in second language learning: The acquisition of English and Tamil phonemes by native speakers of Tamil and English. ITL. Review of Applied Linguistics, 81, 73-111.

The errors in speech of subjects learning either English or Tamil as a second language are examined. The errors are seen in terms of the interference of the first language. (JT/LLBA)

Kumaravadivelu, B. (1986). Constraints of the acquisition and production of anaphora in English as a foreign language (Doctoral dissertation, University of Michigan). Dissertation Abstracts International, 47, 3748A.

The study investigates constraints on anaphora learning in English as a foreign language by native speakers of Tamil. The major findings are that i) sentential anaphora is acquired before

discoursal anaphora; ii) single reduction is acquired earlier than double reduction; iii) there is no transfer of subjects L1 capability to L2; iv)there is a transfer of L1 forward only principle to L2; v) directionality and f) topic coninuity hierarchy operate as constraints on anaphora learning. To explain the variations in effects of language transfer and language universals the maturation hypothesis is proposed. (JT/AA)

Kumaravadivelu, B. (1988). Communication strategies and psychological processes underlying lexical simplification. International Review of Applied Linguistics, 26, 309-319.

The article analyzes the written discourse of advanced Tamil-speaking learners of English as a second language. Eight communication strategies are discussed. They are 1) extended use of lexical items; 2) lexical paraphrase; 3) word coinage; 4) L1 equivalence; 5) literal translation of L1 idiom; 6) L1 mode of emphasis; 7) L1 mode of linking and 8) L1 cohesive devices. (ERIC)

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INDIANA UNIVERSITY OF PENNSYLVANIA

EN 743

SECOND LANGUAGE ACQUISITION

Dr. DÁN J. TANNACITO

ESL ACQUISITION FOR SPANISH NATIVE SPEAKERS

ANNOTATED BIBLIOGRAPHY

BY

FRANKLIN CHAVES
IVANNIA JIMENEZ

* SPRING 1990 *

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INTRODUCTION

The present annotated bibliography is a compilation of articles and papers about English as a Second Language acquisition for Spanish native speakers. Due to the interest of the compilers, this bibliography was intended to mainly include research in ESL acquisition for Spanish speakers, but some pedagogical articles have been included because the topics treated are, in one way or the other, related to ESL acquisition research.

It should also be mentioned that most of the research done and included by the annotators of this bibliography, has involved bilingual subjects, whose language acquisition process could be considered as different from that of second language speakers.

Other aspects to mention are that all of the articles and papers included in the bibliography were published or presented after 1984, and that the sources used for this bibliographic compilation were: ERIC (Educational Resources Information Center), Current Index to Journals in Education (CIJE), Language Teaching Abstracts (LTA), Linguistics and Language

Behavior Abstracts (LLBA), and Sociolinguistics Abstracts (SLA).

For the purpose of clarification, the compilers decided to use their initials for first and last name, and the acronyms of the source when the abstract has been modified (e.g. IJFC/ERIC), and not to use anything when the abstract is the one orginally taken from the source.

Aguirre, A. (1985). A sociolinguistic approach to the experimental study of language alternation in bilingual speech. Reviue Romaine de Liguistique, 30(3), 293-302.

Examines the association between a bilingual speaker's grammatical knowledge and acceptability judgements for statements characterized by English/Spanish language alternation. Results show that bilingual speakers can make acceptability judgements for long alternation in a similar manner to monolingual speakers' acceptability judgements, for their language and that grammatical knowledge is closely associated with acceptability judgements for language alternation code sequences. (IJFC/ERIC)

Alvarado, C. (1986). Comments on the pro-drop parameter on second language acquisition. Language Learning, 36(2), 227-230.

Addresses the question whether speakers of Pro-Drop Languages (eg. Spanish) lose all three significant of Pro-Drop at once when acquiring a non Pro-Drop language (eg. English). It is suggested that testing with isolated sentences does not provide a picture of the learner's performance. (IJFC/ERIC)

August, D. L. (1987). Effects of peer tutoring on the second language acquisition of mexican-american children in elementary school. TESOL Quarterly, 21(43), 717-36.

Reports on two classroom studies regarding the effects of peer-tutoring intervention on the second language (English) acquisition of Mexican-American elementary children. Finding suggest that peer tutoring may be effective in encouraging interaction between native and nonnative speakers.

Avery, P. (1987). Specific pronunciation problems. TESL Talk, 17(1), 81-116.

Reviews common pronunciation problems experienced by learners of English as a second language who are native speakers of Vietnamese, Cantonese, Spanish, Portuguese,

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Italian, Polish, Greek, and Punjabi. (IJFC/CIJE)

Baecher, R. E., Coletti, C. D. (1988). Two way bilingual programs: language learning as resource. Paper presented at the Annual Meeting of the AmericanEducational Research Association. New Orleans, LA.

Assesses the performance of language minority and language majority children in a two way Spanish English bilingual education program in Port Chester, New York. Treating language learning as a resource for all students, with each group of children teaching their native languages to the other. Results demonstrate that students benefit from second language learning in the curriculum but that care should be taken to ensure that native language skills and progress not be compromised. (IJFC/ERIC)

Bardovi, K., Bofman, T. (1989). Attainment of syntactic and morphological accuracy by advanced language learners. Studies in Second Language Acquisition, 11(1), 17-34.

A study examined the relationship between syntactic complexity and overall accuracy in the written English of 30 advanced learners of English from five different native language groups. Results show similar patterns of error distribution, a similar level of relative strength in syntax, and relative weakness in morphology.

Bebout, L. (1985). An error analysis of misspelling made by learners of English as a first and second language. Journal of Psycholinguistic Research, 14(6), 569-593.

An attempt to derive a classification for English spelling errors by native and nonnative speakers. All of the misspelled items from some fill in the blanks exercises, and eight categories of error were distinguished. Spanish speakers made more errors than the native speakers on consonant doubling and fewer on unstressed schwa and silent e. Reasons for these differences are discussed. (IJFC/LLBA)

Benedetto, R. (1985). Language ability and the use of top level organization strategies. Paper presented at the Annual Meeting of the National Reading Conference, San Diego.

Addresses the relationship between language ability, the use of top level organizational strategies that focus on the macrostructure of written text, and the comparative use of these strategies when reading expository texts in native and second language of five hispanic ESL students in an urban bilingual community college. Results show that the lack of an efficient approach to written text in L1 exhibits less sensitivity to discourse constraints when reading in L2 in spite of acquired language ability. (IJFC/ERIC)

Benji, W. (1987). Spanish-English grammatical contact in Los Angeles: the grammar of reported speech in the East Los Angeles English contact vernacular. Linguistics, 25(1), 53-80.

Affirms that the English of Mexican community in LA features construction is attributable to isomorphism with Spanish. Though English is their L2, unlike pidgin/creole situation, a background passive knowledge of Spanish is shared. The alignment of English with Spanish is attributed to supportive code-switching. (IJFC/LA)

Betancourt, F., Phinney, M. (1987). Sources of writing block in bilingual writers. Sources of Writing Block in Bilingual Writers, Puerto Rico.

Examines writing apprehension in bilinguals, a common problem among Puerto Rican college students who take composition courses in both their native Spanish and ESL. A questionnaire designed to determine the sources of apprehension was administered to three groups of students. Results indicate that the sources of writing apprehension vary according to the language used and the student's writing experience. (IJFC/ERIC)

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Bonnie, U. (1985). Bilingualism as code and bilingualism as practice. Anthropological Linguistics, 27(4), 363-386.

The terms borrowing, interference and assimilation presuppose the existence of monolithic, separable entities: codes. The fact that Puerto Rican bilinguals in NY switch English and Spanish forms says very little about what they do as cultural actors. They use forms within a uniform pragmatic system, no forms from two systems. Incomplete switching is one indicator that their English and Spanish form a contiguous system which elements may be drawn from sources referable to two codes. (IJFC/LA)

Brutten, S. (1987). Identifying discrepant item response patterns (item bias) in a measure of ESL subjects' control of the (d) and (z) morphemes. Report. Illinois.

Measures the pronunciation accuracy for the (d) and (z) morphemes of Chinese and Spanish speakers in a study of detection of test item bias. Six indices were calculated for each item. Twelve items were flagged as biased by one or more indices. Five items were flagged for both language samples. The classical item indices, item difficulty and the point biserial correlation coefficient, flagged more items than the remaining indices combined. This finding can be explained by the fact that both samples exhibited similar levels of performance on the pronunciation task. (IJFC/ERIC)

Cain, J. (1987). Acquisition strategies in a first and second language: are they the same? Journal of Child Language, 14(2), 333-352.

Investigates native English speaking adults, and native Spanish children's acquisition of noun gender and its function in Spanish revealed significant differences in first and second language acquisition. Suggests a developmental progression in acquisition of noun gender for both groups. (IJFC/CIJE)

Carlisle, R. (1986). The influence of markedness on epithesis in spanish interlanguage phonology. PALM, 2(1), 88-96.

Examines the effects of markedness on second language acquisition. Native Spanish speakers read sentences containing various target syllable onsets. Presence of epenthesis as well as other phonetic modifications of target onsets containing /s/ were noted. Results indicated that markedness relationship within the target language can be valid predictor of difficulty in second language acquisition. (IJFC/LLBA)

Carrell, P. (1988). Second language reading: reading, language, and metacognition. Reading, Language, and Metacognition. Revised version of a paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL.

Investigates the role of metacognitive skills and the conception of reading in the reading comprehension of adult native speakers of Spanish and English. The study examines reading conceptions and comprehension in L1 and L2. Results suggest that both first language reading ability and second language proficiency have significant effects on second language reading ability. Results concerning metacognitive skills were suggestive but not conclusive. (IJFC/ERIC)

Carrell, P. (1984). Evidence of a formal schema of second language comprehension. UM language Learning, 34(2), 87-112.

An empirical study of the effects of story structure on reading comprehension in ESL by Arabics, Spanish, Japanese and others. Results show that quantity and temporal sequence of story recall are affected by differences in story structure: recall was greater and in input order when the structure's rhetorical organization conformed by the readers schema. Findings are discussed in terms of schema theoretic approaches to reading and the effects rhetorical schemata on ESL reading comprehension. (IJFC/LLBA)

Carrell, P. (1988). Metacognitive awareness and second language reading. Modern Language Journal, 73(2), 121-34.

Investigates second language readers' awareness and use of first and second language reading strategies indicated that in first language reading "local" reading strategies correlate negatively with reading performance. Local strategies were positively correlated for English first language readers of Spanish, while global strategies were positively correlated for Spanish first language readers of English. (IJFC/ERIC)

Casey, L. (1989). On alienation and ESL students. Phi Delta Kappan, 71(1), 74-75. (Reprint UMI)

As an American alone in Barcelona, Spain, the author came to understand the everyday difficulties faced by her English as a Second Language students in California. Being relatively affluent and well-educated is no substitute for being proficient in a foreign language, but practice helps.

Chesterfield, R., Chesterfield, K. (1985). 'Hoja's with the H': spontaneous peer teaching in bilingual classrooms. Bilingual Review, 12(3), 198-208.

Presents the instructional episodes engaged in by bilingual first graders. Findings indicate that peer instruction occurred frequently and that proficiency in English was not a determining factor in the language choices made by individual students.

Chesterfield, R., Chesterfield, K. (1985). Natural order in children use of second language strategies. Applied Linguistics, 6(1), 45-59.

Affirms that studies of second language learning must deal with the master of specific grammatical forms and also with the ability of learners to take advantage of specific learning experiences. A broadened definition of communicative strategies developed by Torone was applied to a study of learning strategies used by young Mexican children in a bilingual classroom.

Corrales, O., Call, M. (1989). At the loss of words: the use of communication strategies to convey lexical meaning. Foreign Language Annals, 22(3), 222-240.

Centers on the Communication strategies used by two groups of Spanish speaking students of English to express lexical meaning. The study of communication strategies can provide insights into the ways in which interlanguage changes and develops as language learners become increasingly proficient in the target language. (IJFC/ERIC)

Cole, J., De Leon, J. (1985). An investigation into the development and validation of an assessment procedure for identifying language disorders in spanish/english bilingual children. New Mexico State Univ., Las Cruces. College of Education.

Sixty Mexican American children from two school districts in New Mexico participated in the study to develop and validate an assessment procedure to determine language disorders in Spanish-English bilingual children. The findings demonstrated the complexity of attempting to develop and validate a procedure and the obvious need to establish some validity in the diagnosis of language disorders in Spanish-English bilingual children. (IJFC/ERIC)

Commins, N., Miramontes, O. (1987). A descriptive study of the linguistic abilities of a selected group of low achievement hispanic bilingual students. Paper presented at the 68th Annual Meeting of the American Educational Research Association, Washington, DC.

Investigates the notion that bilingual students' low academic achievement may be due to semilingualism (having limited language skills) in each of the two languages, and the cognitive deficits that presumably result. The subjects were two boys and two girls from the fifth and sixth grades with low proficiency in either English or Spanish. The findings strongly confirmed that teachers perceive their students as limited and adapt the instructional program to suit that perception. (IJFC/ERIC)

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Contreras, H. (1987). Small clauses in Spanish and English. Natural Language and Linguistic Theory, 5(2), 225-245.

Discusses recent literature on the structure of sentences in English and Spanish which, according to Stowell, involve small clauses constituents which are maximal projection of their predicates. It is suggested that the difference between English and Spanish in allowing subjects can be accounted for quite straightforward. (IJFC/LA)

Corrales, O., Call, M. (1989). At a loss for words: the use of communication strategies to convey lexical meaning. Foreign Language Annals, 22(3), 227-40.

A study investigated communication strategies used to express lexical meaning in English by two groups (intermediate and advanced) of Spanish speaking adult learners of English as a Second Language. Both structured and unstructured tasks were used to assess interlanguage development vis-a-vis proficiency, and results indicated that the unstructured task elicited more transfer strategies from both groups of students.

d'Anglejan, A., Painchaud, G., Renaud, C. (1986). Beyond the language classroom: a study of communicative abilities in adult immigrants following intensive instruction. UM TESOL Quarterly, 20(2), 185-205.

An investigation of the ability of adult immigrants to communicate in an interview as they were completing a second language program and six months later. Interviews were carried out with two groups of immigrants (1.Asian, and 2.Poles, and Latin Americans) of different levels of ability. Analysis of results for students who progressed, regressed, or remain stable over the six month period showed more progress among the lower level students. (IJFC/LLBA)

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Davis, Z. (1989). Input frequency and developmental sequence in ESL: should it drive curricula and instruction? NABE: The Journal for the National Association for Bilingual Education, 10(3), 199-212.

Describes longitudinal case study of the developmental sequence of certain English forms and the influence of input frequency on their acquisition by three-Spanish speaking elementary students. Reports findings which suggest that developmental sequence is variable and that input frequency does not influence it particularly.

de Guerrero, M. (1986). Strategies of peer interaction in the monolingual ESL class. Paper presented at the 6th Annual University of South Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching, Tampa, FL.

Studies strategies of negotiation for meaning used by students with a common language background (Spanish) when speaking English; and the dynamics of repair during pair work, a frequently used technique for eliciting conversation. Strategies during repair included word replacement, reordering, and word search. The subjects were able to correct each other, especially when self-repair was not working. (IJFC/ERIC)

de Guerrero, M. (1987). The din phenomenon: mental rehearsal in the second language. Foreign Language Annals, 20(6), 537-48.

A study of 52 Spanish-speaking English as a second language college students revealed that the din phenomenon (a form of spontaneous mental rehearsal in which words, sound, and phrases are replayed) was very common among subjects and at all stages of language acquisition. (IJFC/LLBA)

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Derrick Mescua, M., Gmuca, J. (1989). Concepts of unity and sentence structure in Arabic, Spanish, and Malay. Paper presented at the 36th annual meeting of the Conference on College Composition and Communication, Minneapolis, MN.

Studies the concepts of unity in expository prose and of sentence structure as understood by Arabic, Malay, and Spanish speakers to discover why some students grasp some concepts more readily than others. Results show several differences in the way subjects interpret writing and the purpose of their prose. (IJFC/ERIC)

Dolson, D. (1985). The effects of Spanish home language use on the scholastic performance of hispanic pupils. Journal of Multilingual and Multicultural Development, 6(2), 135-55.

Describes a study of home language use patterns of urban Hispanic families to determine the differences between academic achievement, language development, and psychosocial adjustment of children whose families have maintained Spanish as the main home language and those whose families have switched to English. The results challenge the assumption that children from Spanish language homes do worse.

Eubank, L. (1989). Parameters in second language learning: Flynn revisited. Second Language Research, 5(1), 43-73.

Replication of research on the relationship between Universal Grammar (UG) and Second Language Learning. The present study's findings contradicted the previously supported theory regarding the importance of Universal Grammar to second language acquisition.

Eukanks, A.C., Ferguson, W.F. (1987). Hispanic ESL students and the linguistics of under three treatment conditions. Reading Improvement, 24(2), 121-125.

Attempts to determine the efficacy of the three treatment conditions in the teaching of related English words to central and south americans who had come to the United States to learn how to speak or read

English. Findings indicate that the best treatment conditions were words with a picture, words in isolation and words in a sentence. However, when tested for retention after 24 hours, the order then became word in sentence, word in isolation, word with a picture. (IJFC/ERIC)

Fayer, J. (1986). Writing apprehension among Puerto Rican university students. Paper presented at the 72nd Annual Meeting of the Speech Communication Association, Chicago, IL.

Compares Levels of apprehension when writing in English versus native Spanish, for males versus females, and for students enrolled or not enrolled in writing classes. The results indicate that the students, particularly the women, are more apprehensive when writing in the second language. The levels of writing apprehension in English were found to be lower than the levels of communication apprehension in English reported in earlier studies. (IJFC/ERIC)

Fayer, J., Krasinski, E. (1987). Native and nonnative judgments of intelligibility and irritation. Language Learning, 37(3), 313-26.

It was found that native English speakers and native Spanish speakers who listened to tapes of Puerto Rican learners of English of various levels of proficiency differed principally in how they rated the linguistic form of the speakers and in the annoyance reported. Pronunciation and hesitations were reported by both groups as the most distracting features.

Fillmore, L. (1985). Learning English through bilingual instruction, final report. Report. California University, Berkeley.

Investigates the effects of instructional practices and patterns of language use in bilingual and English only classrooms on general academic development and the development of English language skills by limited English proficient Chinese and Spanish speaking students. It was found that variables influencing development of English production skills included: interactional opportunities, quality of the learning

environment, and quality of language and teaching. (IJFC/ERIC)

Flege, J. E. (1984). Transfer and developmental processes in adult foreign language speech production. Applied Psycholinguistics, 5(4), 323-347.

This study tested the hypothesis that factors that shape children's production of their native language will also influence adult pronunciation in a foreign language. The final stops in CVC English words produced by speakers of English, Spanish and others were analyzed. The findings suggest that in addition to transfer processes arising from phonetic and phonological differences, developmental processes similar to those affecting child L1 production also influence L2 speech production. (IJFC/LT)

Flege, J., Bohn, O. (1989). An instrumental study of vowel reduction and stress placement in Spanish-accented English. Studies in Second Language Acquisition, 11(1), 35-62.

Compares how native speakers of Spanish and English produced four English word pairs that are morphologically related but differ in stress and vowel quality. Results suggest that English-like stress placement is acquired earlier than vowel reduction. The magnitude of differences observed suggests that second language learners acquire stress placement and vowel reduction in English on a word-by-word basis. (IJFC/LT)

Florez, V., Hadaway, N. (1987). Relationship of oral language proficiency and writing behaviors of secondary second language learners. Paper presented at the 15th Southwest Regional Conference of the International Reading Association, Phoenix, AZ.

Examines the impact of oral language competence in the writing behavior of secondary students of English as a second language. Samples of students writing in both native Spanish and English were analyzed. Oral language development could have an effect on writing

behavior, but oral language proficiency scores may not indicate what to expect of the students' composing behavior. (IJFC/ERIC)

Flynn, S. (1987). Contrast and construction in a parameter-setting model of L2 acquisition. Language Learning, 37(1), 19-62.

The parameter-setting model of universal grammar provides a basis for integrating two theories of second language acquisition: contrastive analysis and creative construction. The elicited responses of adult native speakers of Spanish and adult native speakers of Japanese were examined. The head-initial/head-final parameter was the principle explored.

Flynn, S. (1986). Production vs. comprehension: differences in underlying competencies. Studies in Second Language Acquisition, 8(2), 135-64.

Fifty-one adult Spanish speakers at three levels of ESL ability were tested in both their elicited imitation (production) and act-out (comprehension) of complex sentences that were structurally identical. Analysis of variance results indicate that production tests, not comprehension tests, principally evaluate a learner's structural knowledge.

Fuller, J., Gundel, J. (1987). Topic-prominence in interlanguage. Language Learning, 37(1), 1-18.

Investigates the role of topic-comment structure and the frequency of topic-prominence in the oral interlanguage of Chinese- Japanese-, Korean-, Arabic-, Farsi-, and Spanish-speaking adult students of English as a second language. Results indicate that second language learning is generally characterized by an early topic-comment stage, independent of the learners.

Galambos, S., Hakuta, K. (1988). Subject-specific and task-specific characteristics of metalinguistic awareness in bilingual children. Applied Psycholinguistics ,9(4), 141-62.

Investigates the relationship between bilingualism and metalinguistic awareness in Puerto Rican Spanish- and

English-speaking children. Findings indicate that native language proficiency, as well as the degree of bilingualism, affect metalinguistic awareness, and that these effects interacted with the types of items in the metalinguistic tasks.

Galvan, M. (1986). The writing processes of Spanish speaking bilingual/bicultural graduate students. Reports. New York.

Investigates the writing processes in English, using ethnographic methodology of Spanish speaking bilingual, bicultural graduate students and the possible influence of their linguistic and cultural backgrounds upon these processes. Findings revealed that the writing in English by these students was in large part controlled by their acquired and native language, thought, and culture. Expressive (focus on culture), instrumental (focus on language), and technical (focus on thought) were the three modes used in writing. (IJFC/ERIC)

Garcia, O. (1988). Spanish language use and attitudes: a study of two new york city communities. Language in Society, 17(4), 475-511.

A comparative study of two Hispanic communities in New York City focused on how social status and ethnic configuration affect linguistic and attitudinal behaviors. Differences in language proficiency, use, and attitude among Central Americans, Cubans, Dominicans, Puerto Ricans, and South Americans were found, and the Dominicans in the two communities were compared.

Garnett, N. A. (1987). An intercultural exchange program at the secondary level. Hispania, 70(4), 12-14.

Describes a year long intercultural exchange program between fifth year Spanish students from a suburban high school and English as a second language students from an inner city junior/senior high school in Rhode Island. Results of the exchange show that attitudes and proficiencies improved for both sets of students.

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Germany G., P. (1987). Errores intralinguisticos y de desarrollo en hispano-hablantes que aprenden ingles (Transitional competence and interlanguage (errors) of spanish-speaking subjects learning English). Language y Sciencias, 27, 73-91.

Analyzes, classifies, and interprets interlingual and developmental errors, made on spontaneous writing task by Chilean high school students to understand the nature of the superficial errors committed by spanish speaking students learning English and to determine the deep structural categories that are implicated by their difficulty in correctly internalizing certain English rules. Results show both groups to have attained a state of transitional competence that is uniform and similar. (IJFC/LLBA)

Germany, P., Alarcon., M. (1985). Characterization de la competencia linguistica transicional a traves del analisis de errores (Characterization of transitional linguistic competence through error analysis). RLA. Revista de Linguistica Teorica y Aplicada, 23, 151-155.

Discusses the theoretical implications of these questions: What is meant by "error" in error analysis?, What kind of errors may be submitted to analysis?, What advantages and disadvantages does an error analysis methodology present?. It is suggested that, in addition to facilitating psycholinguistic research, error analysis offers a method of assessing learner's competence with greater naturalness. (IJFC/ERIC)

Gersten, R. (1988). Alternative educational models for language minority students: research on structured immersion. Equity and Excellence, 23(4), 14-16.

Despite claims that structured immersion programs for language minority students cannot work for low-income students, two immersion projects with low-income Hispanic and Asian children worked; their effects appeared to endure even after students entered the mainstream.

Goldstein, M. (1987). Standard English: the only target for nonnative speakers of English? TESOL Quarterly, 21(3), 417-36.

In a study demonstrating that Black English was target for Hispanic boys acquiring English as second language, it was shown that extensive peer contact with Blacks was necessary but not sufficient for acquisition of two features of Black English (negative concord and distributive "be") and that choice of Blacks as reference played no role in acquisition of these features.

Graham, R., Belnap, K. (1986). The acquisition of lexical boundaries in English by native speakers of Spanish. IRAL, 24(4), 275-86.

Reports a study of native Spanish speakers' acquisition of the ability to discriminate lexically in English between similar items with different characteristics. The study also examined the role of first-language interference in the process.

Halsall, S. W. (1986). An ethnographic account of the composing behaviors of five young bilingual children. Paper presented at the 67th Annual Meeting of the American Educational Research Association, San Francisco, CA.

Examines bilingual children's composing behaviors during classroom writing and their perceptions of writing. Students' descriptions of what occurred in their day-to-day environment were analyzed using ethnographic methods. Collected data were analyzed using the developmental research sequence described by J. Spradley, and 12 composing behaviors were identified. (IJFC/ERIC)

Hansen, D. (1989). Locating learning: second language gains and language use in family, peer and classroom contexts. NABE:The Journal for the National Association for Bilingual Education, 13(2), 161-80.

Finds that, among 117 Mexican-American second and fifth graders from Spanish-dominant homes, reading

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comprehension gains were proportionately much smaller in summer than the school year, while summer and school year gains in auditory vocabulary were similar. Discusses family, peer, and classroom influences on distinct language skills.

Hayes, E (1989). Hispanic adults and ESL programs: barriers to participation. TESOL Quarterly, 23(1), 47-63.

Analyses data collected from 200 Hispanic adults enrolled in large urban English as a Second Language programs. Identifies four factors that serve as a basis for a tentative typology of low -literacy Hispanic adults' participation in ESL programs.

Heckler, E. (1985). The acquisition of the passive by ESL learners. Report. Texas.

Studies the acquisition of the passive sentence structure by 36 adult learners of English as a second language (ESL). Twelve learners each spoke Arabic, Japanese, and Spanish as their native language. For each language group, four were beginners, four intermediates, and four advanced learners of English. Types of sentence structures that were easier/harder to learn are identified. (IJFC/ERIC)

Hidalgo, M. (1986). Language contact, language loyalty, and language prejudice on the Mexican border. Language in Society, 15(2), 193-220.

Documents attitudes toward English, Spanish, and Spanish English code switching in Juarez, Mexico. This paper refutes the notion that there are two orientations integrative and instrumental toward English as a second language, but it supports assumptions regarding the relationship between attitudes and use and the impact of local milieu on language attitudes.

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Horwitz, E. (1988). The beliefs about language learning of beginning university foreign language students. The Modern Language Journal, 72(3), 283-294.

The effects of beliefs about language learning on acquisition of a foreign language were explored in a study in which a measure was developed to assess students' attitudes. The About Language Learning Inventory (BALLI) studies five areas: difficulty of language learning, foreign language aptitude, the nature of lang learning, and communicative strategies, and motivation and expectations. The BALLI was administered to Spanish, German, and French Students. Results show similar beliefs among the three groups. (IJFC/LLBA)

Huber, L. (1988). Project LEIF: learning English through internal friendship. Working Papers in Educational Linguistics, 4(1), 72-88.

The project LEIF at Temple University aimed at Asia and Hispanics immigrants is described. The program pairs young adult English native speakers with older adults with limited English proficiency. Specific speech behavior is described. Differences in the kind of information conveyed in English and in Spanish are noted. (IJFC/LLBA)

Hull, P. (1987). Bilingualism: language and personality shift. Paper presented at the Annual Meeting of the Western Psychological Association, Long Beach, CA.

Studies the relationship of bilingualism to personality traits. Subjects were Chinese-English and Spanish-English coordinate bilingual adults. Personality profiles derived from the English version differed significantly from those derived from the native language version, suggesting that coordinate bilinguals function differently depending on their current linguistic context. These results affirm the existence in bilinguals of differing cognitive processes in the two languages.

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Irujo, S. (1986). Don't put your leg in your mouth: transfer in the acquisition of idioms in a second language. TESOL Quarterly, 20(2), 287-304.

Describes an investigation of whether second language learners use knowledge of their first language to comprehend and produce idioms in the second language. Results showed identical idioms were the easiest to comprehend, similar idioms were comprehended almost as well, and different idioms were the most difficult to comprehend and produce.

Irujo, S. (1986). Steering clear: avoidance in the production of idioms. Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages, Anaheim, CA.

Investigates whether 12 bilingual Spanish/English speakers, who had learned ESL as adults but whose conversation showed very few grammatical or lexical errors, would attempt to use English idioms in a translation task containing idioms, or would instead use non-idiomatic synonyms or paraphrase. It also looked at which idioms are used and which are avoided. The results showed that the best known English idioms were the ones with identical Spanish equivalents, and the least known were totally different in the two languages. (IJFC/ERIC)

Johnson, J. (1989). Factors related to cross-language transfer and metaphor interpretation in bilingual children. Applied Psycholinguistics, 10(2), 157-77

Examination of factors underlying cross-language transfer in metaphor interpretation among bilingual (Spanish-English) 7- to 12-year-old indicated that metaphor interpretation ability was higher in the older subjects. The level of metaphor interpretation was most strongly related to cognitive developmental variables that were interdependent across languages.

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Kenji, K. (1987). Degree of bilingualism and cognitive ability in mainland Puerto Rican Children. Child Development, 58(5), 1372-1388.

The relation between degree of bilingualism and cognitive ability was assessed longitudinally in low-income Puerto Rican elementary school children. Cross-sectional and longitudinal models using regression procedures were tested for the hypothesis that degree of bilingualism is more related to cognitive ability. Results were obtained between nonverbal intelligence measures and degree of bilingualism. Metalinguistic awareness did not show a relation with degree of bilingualism. (IJFC/LA)

Koda, K. (1988). Cognitive process in second language reading: Transfer of L1. Reading Skills and Strategies. Second Language Research, 4(2), 133-156.

The cross linguistics experiments were conducted using 83 skilled readers of English from 4 languages (Spanish, Arabic, Japanese, English). Two experiments tested the effects of blocking either visual or auditory information in the lexical decision-making process; and the effects of heterographic homophones on reading comprehension. Results indicate that learners use cognitive skills and strategies of NL when reading ESL. (IJFC/LLBA)

Lakshmanan, U. (1987). The role os parametric variation in adult second language acquisition: a study of the "pro drop" parameter. PALM, 2(1), 97-118.

Examines the possibility of transfer of pro drop structures from native to second language. Subjects were adults learning English whose languages were Spanish, Arabic, and Japanese. A group of French speakers served as controllers. No significant differences were found between the groups in responses to sentences with missing subjects. None of the subjects had difficulties with the v-subject order, suggesting that this may not form part of the pro drop parameter. (IJFC/ERIC)

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Lam, A., Shun L. (1985). Vocabulary and other considerations in reading comprehension: implications across the curriculum. Paper presented at the RELC Regional Seminar on Language Across the Curriculum, Singapore.

Considers factors in reading comprehension relating ESL focusing, on what contributes to text comprehensibility, the effect of a learner's English language proficiency on use of grammatical words for comprehension, and the possible interaction of these factors with the first language background of the reader. Results with Spanish and Arabic ESL students show that knowledge of content words is the most essential knowledge in ESL reading comprehension, and that grammar is secondary. (IJFC/ERIC)

Lindholm, K. (1986). English question use in Spanish speaking ESL children: changes with English language proficiency. California University, Center for Language Education and Research, Los Angeles, CA.

Describes question development in English as a second language in four native Spanish speaking children is described. The English questions initiated by four children differing in English proficiency (two limited English speaking and two fluent English speaking) were examined to determine how question use changes in the syntactic, pragmatic, and semantic domains as a function of English language proficiency. (IJFC/ERIC)

Lindholm, K. (1987). English question use in Spanish-speaking ESL children: changes with English language proficiency. Research in the Teaching of English, 21(1), 64-91.

Examines the process of question development in a second language. Shows that with greater English proficiency (1) there was less reliance on syntactically simple construction, (2) questions about personal information and actions and intentions questions increased, (3) requests for factual information and classification questions decreased.

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Lopez Emslie, J. (1985). The role of oral language and reading in the transfer of skills from Spanish to English reading. Paper presented at the 13th Annual Meeting of the Southwest Regional Conference of the International Reading Association, Albuquerque, NM.

Determines the role of oral language and reading skills in the transfer from two years of reading in Spanish to reading in English had as subjects 191 fourth grade students in a bilingual education program. There is a relationship between oral English language proficiency and English reading proficiency; a relationship exists between Spanish and English reading proficiency; certain skills were identifiable as indicative of reading efficiency or non-efficiency. (IJFC/ERIC)

McCann, L., Hecht, M., Rebeau, S. (1986). Communication apprehension and second language acquisition among vietnamese and mexican immigrants: a test of the effective filter hypothesis. Communication Research Report, 3, 33-38.

Examines the affective filter hypothesis, which predicts that input will be blocked or rendered useless unless the student has a lowered or weak affective filter. The subjects are Vietnamese and Mexican immigrants learning English. The naturaL Approach suggests that comprehensible input is critical to second language acquisition. However, the theory also suggests that this input is necessary but not sufficient. (IJFC/ERIC)

Master, P. (1988). Acquiring the English article system: a cross-linguistic interlanguage analysis. Paper presented at the 22nd Annual Meeting of the Teachers of English to Speakers of Other Languages, Chicago, IL.

Examines second language article acquisition by analyzing the spoken interlanguage of speakers of five different native languages, three with no article system (Chinese, Japanese, and Russian) and two with article systems (Spanish and German). Findings show that subjects whose first languages contained article systems differed markedly in English article

acquisition from those whose first languages did not contain such a system, indicating that English article usage, particularly at the beginning levels, is clearly influenced by the first language. (IJFC/ERIC)

McCroskey, J. (1985). Don't speak to me in English: communication apprehension in Puerto Rico. Communication Quarterly, 33(3), 185-92.

Results indicate that (1) Puerto Rican college students are much less apprehensive about communication in their native language than are U.S. students; and (2) apprehension in a first language is a much better predictor of apprehension in a second language than is self-perceived competence in that second language.

McInnes, M. (1987). A cognitive approach to teaching reading to Spanish speaking adolescents. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, DC. 20-24.

Investigates the use of horizontal instruction to teach Spanish speaking students an inferential English reading skill observing the relationship between the students' class-inclusion skills and their ability to identify the implied main idea; and the effect of the language of instruction on the students' ability to learn a comprehension skill. Results suggest that the students used schemata, including classification in part-whole relationships, when learning English reading skills. (IJFC/ERIC)

Meara, P. (1985). Hidden reading problems in ESL learners. TESL-Canada Journal, 3(1), 29-36.

Reports a case of a native speaker of Spanish with reading and spelling difficulties in both English and Spanish. It is argued that the regular Spanish spelling system prevented these difficulties from becoming apparent. The connections between writing systems (L1,L2) and second language learning are discussed. (IJFC/LT)

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Nadeau, A., Miramontes, O. (1988). The reclassification of limited English proficient students: assessing the inter-relationship of selected variables. NABE: The Journal for Bilingual Education, 12(3), 219-42.

Finds that, among 2100 Hispanic elementary students in a four-stage bilingual program, primary language achievement, instructional level, and oral English performance were important indicators of English reading achievement scores and readiness for reclassification to an all-English program. Contains 17 references and 9 tables.

Nicolau, S., Valdivieso, R. (1988). The future of the spanish language in the united states. Migration World, 16(4-5) 59-61.

Summarizes the findings of "The Veltman Report," published by the Hispanic Policy Development Project. Hispanic residents and citizens of the United States are learning English and using English in addition to Spanish, a language shift process that spans three generations. Components of language acquisition are outlined. Policy implications are discussed.

Parr, P. C., Krashen, S. D. (1986). Involuntary rehearsal of second languages in beginning and advanced performers. System, 14 (3), 275-78.

Two studies of elementary, intermediate, and advanced second language learners indicated that involuntary rehearsal of second languages ("Din in the head") is more frequently experienced by elementary and intermediate students and much less prevalent among advanced students, suggests that the phenomenon is related to language acquisition.

Peck, S. (1987). Signs of learning: child nonnative speakers in tutoring sessions with a child native speaker. Language Learning, 37(4), 545-71.

Compares native Spanish-speaking (N+9) and native English speaking kindergarten students' use of language learning acts after individual peer tutoring sessions in English. Findings reveal that students appear to

acquire English according to their level of general academic achievement.

Pica, T. (1988). Morpheme data analysis in second language acquisition research: renewing an old debate and raising new issues. Review of Applied Linguistics, 79(80), 72-112.

Examines several different procedures used to assess production accuracy are examined, particularly with reference to morpheme suppliance, substitution and regularization. An analysis was made of conversations held with 18 adult ESL spanish learners. Suppliance in obligatory context analysis and target-like use analysis were applied to illustrate the problems and contradictions encountered when one procedure is chosen over another.

Pica, T. (1985). The selective impact of classroom instruction on second language acquisition. Applied Linguistics, 6(3), 214-222.

Most language teaching materials are based on the assumption that there is an inverse relationship between the linguistic complexity of a structure and the ease with which it can be produced and acquired. A cross sectional study was conducted to compare the production of ESL adult spanish speakers. Findings suggest that complex areas of target grammar might be excluded from direct instruction, allowing attention to items that benefit more from classroom instruction. (IJFC/LLBA)

Politzer, R., McGroarty, M. (1985). An exploratory study of learning behaviors and their relationship to gains in linguistic and communicative competence. TESOL Quarterly, 19(1), 103-23.

Describes a study in which the self-reported language learning behaviors of nonnative English-speaking graduate students were described and then related to the students' gains in language proficiency during the course. Findings indicate that there are two different kinds of learning behaviors that can be accounted for by Krashen's acquisition/learning distinction.

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Powel, R.G., Avila,D.R. (1986). Ethnicity, communication competency and classroom success, a question of assessment. Western Journal, 50(3), 269-278.

Investigates the relationship among ethnicity, communication competence and classroom success. Subjects were 20 Asians, 14 Blacks, 19 Hispanics and 18 Whites at a Californian University. Results of the analysis of variance indicates significant differences among the groups. (IJFC/SLA)

Pozzi-Escott, I. (1987). Students' preferences in learning English in Lima, Peru. System, 15 (1), 77-80.

A teacher-developed questionnaire responded to by 236 Peruvian secondary school students about learning four basic skills in English revealed that 2.1 to 17 per cent preferred to be taught only one or two of the skills, while 73.7 per cent preferred to be taught all four basic skills.

Ramirez, C.M. (1987). Developmental linguistic independence and bilingual education: cummins and beyond. International Journal of the Sociology of Language, 63, 81-98.

Investigates the hypothesis that second language attainment is in part, a function of native language competence. Subjects are 75 Hispanic children. Results show that the high proficiency Spanish groups achieved a greater English language competence, thus suggesting a longitudinal dimension of linguistic independence.

Rodriguez, A. (1988). Why do we want to learn English? ask us!. Paper presented at the 17th Annual Meeting of the National Association for Bilingual Education, Houston, TX.

Examines the relationship between self-concept and motivation to learn English among Puerto Rican upper elementary school children from low socioeconomic status families. Analysis of the findings indicates that the students have more open attitudes toward the

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acquisition of English when they view the second language for personal gain or achievement of success rather than for total integration into mainstream society.

Rodriguez, F. (1986). A sociolinguistic perspective of language proficiency of limited English proficient students. Report. Illinois.

Investigates the relationship between relative language proficiency and the types of questions produced by bilingual children in different settings and situations. The subjects were six third graders in a self-contained maintenance bilingual education program in a midwestern city. Children asked more questions in the language in which they were more proficient. Certain question types appeared only in children who were proficient in a language, while other question types were characteristic of the speech of limited proficiency children. (IJFC/SLA)

Rodriguez, F. (1987). Discourse characteristics and speech patterns used by Spanish-English bilingual children according to proficiency and context variables. Report. Illinois.

Studies use of questions and directives by bilingual children of variable relative proficiency in Spanish and English. Results show that the children used the same types of questions and directives as those used by English monolingual adults and children. Questions and directives occurred more frequently in the language in which the children are more proficient. Some types of questions, such as rhetorical questions, were used only by proficient speakers. (IJFC/ERIC)

Schacter, J. (1986). In search of sytematicity in interlanguage production. Studies in Second Language Acquisition, 8(2), 119-33.

Analyses the results of a 1975 study of a 12-year-old Spanish speaker with regard to his acquisition of negation in English. The hypothesis of formulating/testing second language learning is reaffirmed with an alternate explanation of variation in syntactic forms. Results show that free variation

is functionally determined.

Schmidt, J. (1987). Pitfalls of "forced non-bilingualism". Opinion paper. California.

The daughter of a Puerto Rican immigrant mother and an American father describes her mother's early experiences with English language use and ethnic bias, her family's language use patterns, family sensitivity to language attitudes, school experiences with language use and language learning, and her feelings of low self-esteem and frustration as a result of linguistic repression. (IJFC/ERIC)

Schumann, J. (1986). Locative and directional expressions in basilang speech. Language Learning, 36(3), 277-94.

Analysis of basilang speech (in terms of word order, reference to time, and reference to space) of Chinese, Spanish, and Japanese speakers of English as a second language indicated that oriental subjects tended not to use prepositions and that Spanish-speaking subjects tended to use "in" to express most locative meanings.

Schuyler, N. B. (1987). Bilingual/ESL programs, 1986-87 final technical report. Report. Austin, Texas.

The Austin Independent School District served students with limited English proficiency (Spanish, Vietnamese, etc) through either the Transitional Bilingual Education or ESL programs. Results of evaluation of the TBE, ESL, and Title VII program provide insights into student Spanish and English language mastery, dropout rates, enrollment and retention rates, general academic achievement and failure, teacher training, student tutoring, curriculum development, and parental involvement. (IJFC/ERIC)

Slaughter, C. H. (1988). A study of mexican attitudes toward learning and teaching English. Report. California.

Assesses Mexican attitudes toward USA bilingual education. Subjects interviewed were 129 English

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speaking Mexicans. The interviews focused on the subjects' backgrounds, why and how they learned English, and how to learn English best. The findings are summarized and illustrated with excerpts from the responses. (IJFC/ERIC)

Slaughter, C. (1987). Mexican citizens speak out on teaching and learning english. Thrust for Educational Leadership, 16(7), 29-33.

Outlines the findings from a series of interviews examining Mexican attitudes toward learning and teaching English conducted in Guadalajara, Mexico in 1986. Includes five tables.

Snow, M. A. (1986). Innovative second language education: bilingual immersion programs. California University, Center for Language Education and Research, Los Angeles, CA.

Combines second language immersion for language majority children and bilingual education for language minority children. Based on the assumption of the immersion model: that a second language is best learned as a medium of instruction, not as the object of instruction. This kind of program draws on the natural resources existing when two language groups are mixed in the same instructional setting: the children learn each others' languages. (IJFC/ERIC)

So, A. Y. (1987). Bilingual education and hispanic reading achievement. Contemporary Education, 59(1), 27-29.

Analysis of data from the High School and Beyond national survey, focusing on Hispanic language minority students, suggests that language of instruction during elementary education has a strong impact on students' subsequent educational achievement.

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Sotillo, S. (1988). Monitoring changes over time in the interlanguage of a long term resident second language learner. Working Papers in Educational Linguistics, 4(1), 21-29.

An evaluation of the teaching-learning process of a Spanish native speaker with long time residence in USA and apparently fossilized language. Based on written and oral tests, interlanguage features of her language were evaluated. Limited development of her interlanguage was observed. It is concluded that she requires intensive exposure instruction programs. (IJFC/LLBA)

Stone, R., Kinzer, C. (1985). Effects of English/Spanish language patterns differences on ESL learners' comprehension of English text. Paper presented at the 35th Annual Meeting of the National Reading Conference, San Diego, CA.

Examines whether language patterns found in English, which differed from those in Spanish, would have a significant effect on English as a second language (ESL) learners' comprehension while reading English text. The subjects are average fifth grade readers randomly assigned to either an initial Spanish speaking group (N+18) or an initial English speaking group (N+18). The results support the contention that texts violating readers' expectations about language patterns while reading can have disruptive effects. (IJFC/ERIC)

Strong, M. (1985). Integrative motivation: cause and result of successful second language acquisition? Language Learning, 34(#), 1-13.

Examines the relationship between integrative motivation and acquired second language proficiency among Spanish speaking kindergarten students in American classroom. Results show that the advance children showed significantly more integrative orientation to the target language group than beginners, suggesting that integrative attitudes follow second language acquisition skills, rather than promoting them.

Thompson, R. (1988). Does the public use of Spanish reverse linguistic assimilation?, a second look at Austin, Texas. Paper presented at the 8th Annual University of Southern Florida Linguistics Club Conference on Second Language Acquisition and Second Language Teaching, Tampa, FL.

Research in the 1970s found that Spanish speakers were indeed undergoing linguistic and cultural assimilation. However, widespread use of Spanish by the government in education and social welfare programs is feared to have reversed earlier assimilation. Austin neighborhoods visited in one 1971 study were revisited in 1982. Increased public use of Spanish has created cultural and linguistic paradoxes and has resulted in a new interaction of the two languages for intimate and formal speech, but has not reversed earlier patterns of assimilation. (IJFC/ERIC)

Timm, L.A. (1985). Bilingualism and bilingual education in the U.S. American Anthropologist, 87(2), 334-342.

Reviews recent anthologies on bilingualism and bilingual education in the U.S.; focusing on Spanish/English interaction. Includes: Code-switching, the structural characteristics of U.S. Spanish, language, attitudes, children's acquisition of bilingualism, bilingual instruction and assessment, developing literacy in the minority language, minority language maintenance/shift, and sex as a sociolinguistic variable.

Trueba, H. (1988). English literacy acquisition: from cultural trauma to learning disabilities in minority students. Linguistics and Education, 1(2), 125-152.

A study of learning difficulties among minority children (Hispanic, Laotian, Hmong, Vietnamese, Sudanese) was followed at schools and homes. It is shown that cultural conflict may help explain problems in the acquisition of English literacy. It is argued that academic failure may be caused by cultural conflict, and that culturally based instruction models can help in the acquisition of language literacy.

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(IJFC/LLBA)

Veltman, C. (1988). Modelling the language shift process of hispanic immigrants. International Migration Review, 22(4), 545-62.

Analyzes the linguistic integration of Hispanic immigrants using a longitudinal interpretation of data from the 1976 Survey of Income and Education. Findings suggest that the age at time of arrival and the length of residence explain observed patterns of language shift.

Veltman, C. (1987). The future of the Spanish language in the United States. Hispanic Policy Development Project, Inc., New York, NY.

Presents a broad-bases study of the ways in which Hispanics in the United States are dealing with the English language. The report analyzes the latest reliable language data collected by the U.S. census, including the 1980 national census, and finds a steady shift in language usage from Spanish to English among immigrants and native-born Hispanics. (IJFC/ERIC)

Walsh, C. (1987). The construction of meaning on a second language: the importance of sociocultural circumstances. NABA Journal, 11(2), 141-152.

Analyses the sociocultural and psychological processes involved in the spanish speaking Puerto Rican child's construction of abstract meaning on the English language and how these processes relate to their native language reality. Results show that the influence of L1 meaning is strong with regard to culturally salient words and occurs at all levels of proficiency. (IJFC/LLBA)

White, L. (1985). The 'Pro-Drop' parameter in adult second language acquisition. Language Learning, 35(1), 47-62.

Describes a study which tested the proposal that adults learning second languages transfer errors from their first language (L1) to their second language (L2) when the L1 has activated a parameter of Universal Grammar

which is not operative in the L2. The subjects were native Spanish speakers learning English.

Wilkinson, L., Milousky, L., Genishi, C. (1986). Learners use of requests and responses in elementary classroom. UMI Topics in Language Disorders, 6(2), 57-70.

An attempt to duplicate Wilkinson studies (1982,1983) using Hispanic students who were video-taped and audio-recorded during a two-week period on typical days. It is concluded that hispanic children do not designate their request to a specific person as English native pupils, this should be taken into account when working with them. (IJFC/LLBA)

Zuengler, J. (1988). Identity markers and L2 pronunciation. Studies in Second Language Acquisition, 10(1), 33-49.

Native Spanish speakers learning English as a second language, asked to mimic an American speaking Spanish with an American accent, displayed a tacit awareness of English-Spanish sound distinctions and, in particular, allophonic differences.

Zutell, J., Allen, V. (1988). The English spelling strategies of Spanish speaking bilingual children. TESOL Quarterly, 22(2), 333-40.

Analyzes English spelling errors of 108 Spanish-speaking second-, third- and fourth-graders in a bilingual program. The less successful students produced significantly more Spanish-influenced errors than the more successful ones. "Long E" and initial blend "s" words were most frequently missed.

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Annotated Bibliography
Studies on Arab Students of English

(Independent Study)

By
Abdul-Latif Sheikh Ibrahim

Supervisor: Dr. Dan Tannacito

1985

Abu El-Haija, L.A. (1982). The acquisition of the negation system in Arabic as spoken in Jordan (Doctoral dissertation, Pennsylvania State University, 1981). Dissertation Abstracts International, 42, 3134A.

The researcher investigates the acquisition of the negation system in Jordanian Arabic, and then draws a comparison between the information obtained and that already available concerning Indo-European languages like French and English. His data consists of tape-recorded naturally-occurring and elicited speech from young children; the data were gathered in several stages (averaging four and a half hours for each subject).

With production, comprehension, and imitation identified as the main components to be analyzed in investigating the process of negation acquisition, Abu El-Haija reports that "younger children's performance on the comprehension test was higher than on the imitation test, which in turn was higher than on the production test" (DAI).

Al-Aswad, M. K. (1984). Contrastive analysis of Arabic and English verbs in tense, aspect, and structure (Doctoral dissertation, The University of Michigan, 1983). Dissertation Abstracts International, 44, 3047A.

This study aims at contrasting the Arabic and English verb features-- tense, aspect, and structure-- first by grammatical description and then by using the collected data. The findings generally highlight the similarities rather than the differences. It is found that both languages indicate tense by morphological forms; that both the Arabic perfect tense and the English past tense are narrational and express earlierness; and that both the Arabic imperfect and the English non-past are situational and express simultaneity with the moment of speaking-- with the difference, however, that the Arabic imperfect may signify simultaneity with the main verb.

With respect to aspect, it is found that Arabic and English are similar in the perfective/imperfective major classification as well as in the progressive, predictive, habitual, and generic sub-classification. The two languages are different in the progressive and habitual aspects: Arabic expresses progressive aspect with two types of verb structures but signifies past habitual aspect by only one; English denotes the same aspects but with the opposite number of structures.

As for structure, Arabic employs particle + main verb, particle + particle + main verb or auxiliary + particle + main verb, whereas English uses auxiliary + infinitive or auxiliary + past participle.

Alfalahi, H.A. (1982). The relationship between discourse universals and discourse structure of English and Arabic (Doctoral dissertation, University of South Carolina, 1981). Dissertation Abstracts International, 42, 3135A.

This work explores the relationship between discourse universals and discourse structure in English and Arabic by segmenting the universe of discourse in both languages in terms of four aims of discourse: expression, literature, reference, and persuasion. The data consisted of 30 forms, published between 1945 and 1980. Syntagmatic analysis revealed structural relationships of sentences and paragraphs; paradigmatic analysis revealed the overall structure of the discourse.

The study reveals striking similarities in the use of conceptual pattern combinations:

> The consistency of the occurrence of many conceptual-pattern combinations within similar aims and forms of discourse across language suggested that such combinations appeared to be natural, corresponding roughly to the underlying conceptual tasks pertaining to the universe of discourse of a given form. By positing these combinations as being psychologically real, a not unreasonable view is to anticipate such natural combinations in similar forms in other languages of the world (DAI).

Al-Johani, M.H. (1983). English and Arabic articles: A contrastive analysis in definiteness and indefiniteness (Doctoral dissertation, Indiana University, 1982). Dissertation Abstracts International, 43, 2649A.

Highlighting the articles as an area that constitutes a perennial problem for Arabic-speaking students, Al-Johani embarks on a detailed description of the usage of the articles in Standard English and Standard Arabic. He surveys the major theories of reference and their impact on the concept of definiteness, and discusses the descriptions made by various schools of linguistics. Having compared and contrasted the articles in both languages, he predicts the problems that the learner may face and offers some pedagogical suggestions, focusing on similarities. "Many of the errors made by learners of the two languages," it is concluded, "are the result of the inadequate instruction which does not create enough awareness of the similarity between the systems of the articles in English and Arabic" (DAI).

Al-Waer, M. (1984). Toward a modern realistic sentential theory of basic structures in Standard Arabic (Doctoral dissertation, Georgetown University, 1983). Dissertation Abstracts International, 44, 3046A.

The aim of this study is twofold: (a) "to contribute some Arabic linguistic insights to the expanding knowledge of sentential theory," and (b) "to apply some modern linguistic technicalities and methods to the analysis of basic sentential structures in Arabic" (DAI). The theoretical framework developed by Al-Waer is an attempt to integrate the basic TG grammar proposed by Chomsky, the case grammar matrix model elaborated by Cook, and the Arabic grammar formulated by the early Arab grammarians in the eighth century A.D. The framework is applied to verbal, nominal, and interrogative structures.

It is assumed that while the base generates these structures equally, the transformational rules operate on them differently. The study attempts to determine the base-generated and transformational rules, and to advance some constraints on these rules. Formulation of these rules and their constraints, however, requires an understanding of the Arabic structures in the light of recent linguistic theories.

The study is reported to demonstrate the feasibility of studying Arabic in terms of Universal Grammar-- once the language properties specific to Arabic have been taken into account.

Ard, J., and Homburg, T. (1983). Verification of language transfer. In S. Gass & L. Selinker (Eds.), Language transfer in language learning (pp. 157-176). Rowley, Mass.: Newbury House.

This is one of the recent studies designed to test the hypothesis that the lexical proficiency levels of L2 learners belonging to different language backgrounds will vary in proportion to the relative lexical similarity between their particular L1 and the L2. Ard and Homburg conducted the study on two large groups of Arabic- and Spanish-speaking students of English, their rationale behind the choice of these language backgrounds being that the lexical similarity between each and English is considerably different.

The results suggest that transfer be viewed in its original psychological sense as a facilitation of learning. The subjects' responses on the vocabulary section of the Michigan Test of English Language Proficiency showed definite evidence, as the authors report, for native language influence in lexical learning. It is worth mentioning that the study is reported to have upheld the hypothesis both where there was a matrix of similarity between the NL and TL lexical items, as well as where there was no observable similarity. Not only was there evidence for transfer where a relevant English word closely resembled a Spanish word in form and meaning (as was traditionally held), but also where no relevant English words resembled Spanish words: in other words, Spanish speakers performed significantly better than Arabic speakers on the above test.

Assubaiai, S.H. (1981). Empirical bases for the interlanguage of Arab students learning English (Doctoral dissertation, Georgetown University, 1979). Dissertation Abstracts International, 41, 1566A.

This study shows the complex interaction of some processes and strategies that are at work in the learning of a foreign language. As the data reveals, the process of learning the formulations of the verb be "represents a developmental continuum with increasing complexity" (p. 100); the students' interlanguage is marked by two features: be addition and be deletion. Far from being regarded as errors, the additions and deletions are viewed as illustrating the steps through which they become internalized in the learner's developing grammar. In accounting for the phenomenon of deletion, for example, Assubaiai postulates two processes: interference and overgeneralization:

> If it was a case of clear interference, one would expect interference to be strongest at the initial stages and then gradually continue to decrease along the continuum to reach its minimum at the final stages of development; however, the remarkable fluctuations of the interlanguage in the case of be deletion contradicts the process of language development assumed by interference (pp. 101-102).

But he suggests that such a postualtion is incompatible with the principles of economy and simplicity in language learning, hence calling for a more appropriate investigation of the nature of the interlanguage of foreign students.

The study recommends, furthermore, that in investigating the language learning situation in a country like Saudi Arabia the researcher should incorporate both the linguistic and the social dimensions. Following Corder (1978), but only to a limited extent, he proposes that the control over the forms to which the learner is exposed should be relaxed: "Learners should be permitted and even encouraged to produce sentences that are ungrammatical in terms of full native competence" (p. 107).

Atari, O.F. (1984). A contrastive analysis of Arab and American university students' strategies in accomplishing written English discourse functions (Doctoral dissertation, Georgetown University, 1983). Dissertations Abstracts International, 44, 3047A.

This contrastive analysis of the stylistic features of Arab and American students' written English is designed to characterize the problematic aspects of Arab students' written English discourse that impede communication. Atari's view on writing appears to be in line with the recent developments in speech-act theory, semantics, pragmatics, ethnography of communication, sociolinguistics, and cognitive psychology: "Writing is thought of as a cognitive process instead of a static product divisible into discrete parts" (p. 28). The data consists of letters of complaint and promises written in English by thirty Arabic-speaking students majoring in English at Bethlehem University and thirty American students from the graduate program in Linguistics and ESL at the American University in Washington, D.C.

The analysis is described as conducted in three stages: (a) analysis of the structure of the written text as a communicative event; (b) analysis of the text in terms of Grice's (1975) Cooperative Principle; and (c) elaboration analysis (for characterizing the similarities and differences).

The study reveals that the Arab university students tend to adopt the following stategies: to introduce a broad statement in the opening paragraphs of their compositions before the topic sentence is introduced, to elaborate on one topic and not the others, and to neglect to relate the constituent topic frames of the composition. Finally, the study reaffirms the need for research on Arabic rhetoric in written texts for the purpose of interpreting the source of such strategies.

Awadi, Z. al-. (1979). Language interference of Kuwaiti speakers and Egyptian speakers pronouncing English. Master's thesis, the American University in Cairo.

This study tests the hypothesis that speakers of different Arabic dialects will manifest phonological differences in their L2 English which can be predicted by contrastive analysis. Upon examination of the English IL of Egyptian and Kuwaiti students of English, Ioup found that the two dialects had recognizably distinct accents and the major areas of difficulty for each group of speakers were just those accounted for in terms of the CAH. (The question explicitly raised by Ioup, 1984, is this: Why is it that IL phonology is so readily amenable to transfer from L1?)

Bacha, N.S., & Hanania, A.S. (1980). Difficulty in learning and effectiveness of teaching transitional words: A study on Arabic-speaking university students. TESOL Quarterly, 14 (2), 251-254.

Noting the difficulty Arab students in particular have in using appropriate connectives to achieve coherence in writing, Bacha and Hanania hypothesized that the difficulty was due to lack of knowledge and to ineffective teaching. To assess the students' difficulty in using linking words, the investigators constructed a three-part test consisting of (a) sentence completion items involving the choice of simple linking words (and, but, because); (b) multiple-choice items requiring discrimination in the use of more difficult transitional words; and (c) a paragraph, an even more difficult part, requiring free completion, thereby testing the student's recognition of semantic relationships and the use of appropriate linking words in continuous discourse. The test was administered to 295 students at the American University of Beirut. To assess the effectiveness of teaching, the experimenters prepared a set of semi-programmed instructional units designed to teach four different categories of connectives.

The investigation of difficulty revealed that the more complex the semantic relationship between clauses the greater the difficulty the students had in using the appropriate connective. As for effectiveness of teaching, the experimental group was reported to be superior to the control group; the two categories of result and reason, and addition presented less difficulty than the category of comparison and contrast, whereas that of clarification involved the most difficulty. Comparing the students' performance before and after teaching, Bacha and Hanania concluded that

> Arab students' difficulty with transitional words reflects the natural developmental process of language acquisition, and that instructional material which combines the semantic and grammatical aspects of the subject can be effective in teaching the proper use of connectives (p. 254).

Beck, R.D. (1979). An error analysis of free composition. Teachers of English: Arabian Monthly (TEAM), No. 30 (April), 20-26.

In his investigation of the kind and frequency of errors produced by freshmen Saudi students (at the University of Petroleum & Minerals in Dhahran, Saudi Arabia) in the context of uncontrolled writing, Beck identified ten categories involving spelling, capitalization, and grammatical errors. As for grammatical errors, those involving redundant pronoun were found to show a relatively low dispersion percentage; omission of "to be", sentence errors (sentence fragment, run-on sentence, comma splice), errors in word forms, prepositions, and determiner (viz. "a" and "an")-- these were found to be increasingly more common. But the areas of greatest difficulty, Beck concluded, were found to be verb and subject-verb agreement (as well as spelling).

The investigator attributed errors to a number of causes:

1. The inherent complexity of the TL structure (as in the verb errors, the most common grammatical category);
2. the absence of a corresponding structure in the NL (as in the present tense forms of the copula);
3. a semantic rather than a syntactic preference on the part of the learner (as in word-form errors);
4. overgeneralization of a TL pattern (as in the redundant pronoun error);
5. generalization (i.e. transfer) of a pattern existing in the NL into the TL.

The learner's level of proficiency in the TL was shown to be, as a whole, inversely related to frequency of errors.

Broselow, E. (1981). Non-obvious transfer: On predicting epenthesis errors. Paper presented at the Conference on Language Transfer in Language Learning, Ann Arbor. Reprinted in S. Gass & L. Selinker (Eds.), (1983), Language transfer in language learning (pp. 269-280). Rowley, Mass.: Newbury House.

This paper attempts to reveal transfer as a significant, though sometimes a non-obvious, factor that can account for the epenthesis errors made by ESL Iraqi students-- as distinct from those errors made by Egyptian learners of English (e.g. /ifloor/ vs. /filoor/; /čilidrin/ vs. /čildirin/; /sitrit/ vs. /istirit/ "street", respectively). Proceeding from the transfer theory, Broselow holds that mispronunciations involving epenthesis (in English, too) represent an attempt on the part of the learner "to bring second language forms into conformity with the first language restrictions defining possible syllables" (1983, p. 270). One category of errors (/ifloor/ vs. /filoor/) she accounts for in terms of conformity with a closed vs. an open syllable structure characterizing the two dialects of Arabic respectively. (It is noteworthy that the Egyptian forms are noted to follow a general phonological rule, rather than a morphological one that does allow a closed syllable for the imperative.) Another category (/čilidrin/ vs. /čildirin/) is explained in terms of the Iraqi CVCC vs. the Egyptian CCVC three-consonant cluster.

A third category (as in /sitrit/ vs. /istirit/-- where the respective phonological rules would predict only /sitrit/ for both dialects) is, upon a more sophisticated analysis, shown to be due to a violation in the target language of a universal sonority rule. (The sequence "s - t - r", fricative, stop, liquid, is shown to violate the universal sequence "stop - fricative - nasal - liquid - glide - vowel"; hence the strategy of the Egyptian learner to treat "s+t" as one unit.) "Our inability to predict the occurrence and nature of many errors," Broselow maintains, "may well stem from inadequacies in our understanding of native speaker competence rather than from the failure of the contrastive analysis hypothesis itself" (p. 269).

Campbell, C.P. (1983, January). International communication (with special attention to the English language capabilities of Saudi Arab students). Paper presented at the Seminar on Technology Transfer, Riyadh, Saudi Arabia, January 25-26.

Investigating the cultural barriers that influence the Americans' perceptions when communicating with Saudis, Campell identifies six variables involving differences in (a) attitude (namely, ethnocentrism or self reference criterion); (b) social organization (geographic vs. role society); (c) thought pattern (Cf. the Aristotelian mode of reasoning in the West with the mode of reasoning of Asiatic peoples); (d) interpersonal distance; (e) time sense (Cf. the Arabs' natural timing and the Americans' promptness); and (f) nonverbal communication (e.g. the Muslim's discriminating use of the right and left hand). Campbell also considers five human factors which account for poor communication:

1. Failure to put oneself in the other person's shoes--and to realize why certain information is important to another individual;
2. making a message unnecessarily complicated;
3. the receiver's failure to listen;
4. the sender's insensitivity to the state of mind of the receiver;
5. inadequate planning in terms of the what, when, how, who, and why of communication.

Apart from cultural and human constraints, Campbell recognizes language difference as creating a major communication problem. Comparing the Saudi student performance in the TOEFL (for instance) with that of students from 142 other countries, Campbell provides evidence of significant deficiencies in reading skills. (Campbell here advances some guidelines in connection with written teaching material, emphasizing the value of clarity, limited sentence length, familiar vocabulary, simple organization and logical presentation, use of illustrations, etc.) Finally, he points out three linguistic factors which characterize the speech of Arabs: (a) they don't get to the point quickly; (b) a mere yes/no means "maybe", or even the opposite; (c) foreigners' efforts to use Arabic will create a lot of good will.

Dabaan, I.S. (1984). Implications of error analysis for the teaching of English phonology to Saudi students (Doctoral dissertation, University of Kansas, 1983). Dissertaions Abstracts International, 44, 3309A.

This study examines the English phonological errors Arab students in Central Province in Saudi Arabia make. It ascribes high error frequency largely to inconsistent orthographic forms and shows that density of errors relates to the phonological environment. The differences between Arabic and English are shown to play a role and are viewed as a factor, but not the only factor, in the error increase.

DeFashy, M. (1979). A study on the acquisition of English complements by Egyptian students learning English as a second language. Master's thesis, American University in Cairo.

This study investigated the acquisition of English Complement structures by ESL Egyptian students. The data revealed (a) that tensed Complements were easier than untensed Complements; (b) that the number of transformations applied to derive a Complement structure could not be used as a measure of developmental difficulty; and (c) that Complements in non subject position were found to be easier than those in subject position.

El-Badarin, M.N. (1983). Transfer, strategies, and structural complexity in the acquisition of English syntax by Arabic speakers (Doctoral dissertation, The University of Texas at Austin, 1982). Dissertation Abstracts International, 43, 705A.

This research investigates the acquisition of English syntactic structures by Arabic speakers at three levels of language proficiency. It highlights the complexity of Interlanguage, suggesting the interaction of transfer, strategies, and syntactic complexity in the Interlanguage performance.. In his final chapter, El-Badarin states the following conclusions (pp. 162-164):

1. While the English tense system, the modals, and the infinitives are difficult for Arab students to learn, the gerunds, passives, concord, and copula are relatively easy to learn.
2. Transfer, a significant factor, involves such factors as proficiency, syntactic complexity, language contrast, and production strategies.
3. A distinction should be made between direct and indirect interference.
4. Structures that are syntactically complex will be difficult to learn.
5. In a diglossic situation of a native language like Arabic, both varieties should be considered.
6. Strategies include overgeneralization, simplification, attention to "key words", and a strategy of "parallel structure."
7. Less advanced learners' processing of the target language seems to be lexically governed; that of advanced learners, syntactically rule-governed.
8. A simplistic unitary view of Interlanguage cannot possibly be maintained.

El-Hibir, B. (1976). Sources of common errors in written English of Sudanese secondary school students. Unpublished doctoral dissertation, University of Wales.

This study investigates the syntactic errors in the written English of Sudanese students. The data for analysis are based on 200 compositions and a description of the English structures in which errors occurred and their corresponding Sudanese Arabic structures.

The researcher's findings reveal that errors in verbs are the most frequent; the majority of these errors are reported to be caused by interference from the native language. Some errors, however, are ascribed to production strategies and faulty teaching techniques.

El-Sayed, A. M. M. (1983). An investigation into the syntactic errors of Saudi freshmen's English compositions (Doctoral dissertation, Indiana University of Pennsylvania, 1982). Dissertation Abstracts International, 43, 3306A.

This study is an attempt to determine and analyze the syntactic errors most frequently made by Saudi university students. Contrastive analysis was used to account for interlingual errors and error analysis was applied to intralingual errors.

El-Sayed shows that fifty-six percent of the errors relate to verbs and verbals; the others, to the area of articles, pronouns, nouns, adjectives, and prepositions. He ascribes errors mainly to mother tongue interference. He suggests strategies for enhancing instruction in Saudi Arabia.

Elwedyani, S.G. (1983). A cross-sectional investigation of the production, recognition, and sesitivity of some Arab learners of English as a foreign language (Doctoral dissertation, Georgetown University, 1982). Dissertation Abstracts International, 43, 2983A.

This study investigates the differences in the written production, recognition, and sensitivity of four groups of Arabic-speaking learners to some aspects of English syntax and morphology.

As for the results, the study reports the following:

Awareness of error was found to be the least acquired. Production and recognition, respectively, ranked higher in terms of acquisition. Variability in production, across the groups, impeded any consistently systematic efforts of establishing definite stages of interlanguage. Only tentative statements could be made in this regard. The effect of negative transfer was discovered to be diminishing, especially when the mean scores of the groups rose (DAI).

The study offers suggestions for testing.

Flynn, S. (1984). A universal in L2 acquisition: Based on a PBD typology. In F.R. Eckman, L.H. Bell, & D. Nelson (Eds.), Universals of second language acquisition (pp. 75-87). Rowley, Mass.: Newbury House.

The following excerpt from Flynn's experimental study is relevant to Arabic:

> Experimental first language acquisition studies which have compared English, Arabic, Japanese, and Chinese children's early acquisition of complex sentence structures have shown that a typology based on the PBD of a child's first language significantly predicts early patterns of acquisition of complex sentence structures ... (p. 76).

Fry, J.J.S. (1981). English-language acquisition through social iteraction in classrooms in which children speak various languages (Doctoral dissertation, Michigan State University, 1981). Dissertation Abstracts International, 42, A.

This study explores how foreign non-English and limited-English-speaking students learn the English language in the classroom environment. It addresses these issues: (a) the social interactional experiences that enhance or impede learning of the English language; (b) the interaction that took place between Arabic limited-English-speaking youngsters and other youngsters and between teachers and Arabic limited-English-speaking pupils in the classroom; (c) the kinds of communicative behaviors exhibited, the verbal and nonverbal behavior exhibited by the Arabic youngsters and their teachers during the day, and the instructional strategies teachers employed with limited-English-speaking and non-English-speaking youngsters.

It reveals, among other things, that language use plays an important role in social interaction; that the students learn the language by being in the environment-- by interacting, as well as by developing associations with English-speaking peers.

Gass, S. (1983). Language transfer and universal grammatical relations. In S. Gass & L. Selinker (Eds.), Language transfer in language learning (pp. 69-82). Rowley, Mass.: Newbury House.

This study aims at investigating the role of universals of grammatical relations in language transfer. The data for the study were obtained from intermediate and advanced students representing nine language backgrounds including Arabic.

"In considering the relationship between NL facts and language universals," Gass concluded, "the latter were found to play the leading role in this study since they were dominant both in assigning relative orders of difficulty and in determining where language transfer occurs" (p. 79). Furthermore, the presence of the following three characteristics was reported to increase its likelihood: (a) structural resemblance between "surface" features in L1 and L2 (a notion supported by Broselow); (b) typological closeness as perceived by the learner (see Kellerman, 1977 & 1979); and (c) semantic closeness of the IL form to "the underlying logical structure" (p. 80).

Moreover, Gass claimed that pronoun retention for the three highest positions on the AH (Accessibility Hierarchy)--namely, SU, DO, and IO-- evidenced transfer, whereas that for the other positions down the hierarchy (i.e. GEN, OComp) did not: this is to suggest that the AH is a universal predictor not only of difficulty but also of transfer. (That the AH could be a predictor of transfer is strongly objected to by El-Badarin, 1982.)

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Hall, E.T. (1981). Learning the Arabs' silent language (Edward T. Hall, Interviewed by Kenneth Friedman). In V.P. Clark, P.A. Eschholz & A.F. Rosa (Eds.), Language: Introductory readings; 3rd ed. New York: St. Martin's Press, pp. 644-656.

In this interview Hall makes a few statements on some cultural aspects, particularly nonverbal messages, which Americans need to be well sensitized to if they are to function successfully in the Middle East. He proceeds from the observation that "most Americans don't really believe in the cultural dimension" (p. 645), for, to him, they do not appear to recognize the fact that different communities have different cultural features-- different conversational distances, for example.

According to Hall, a given culture has its relative position on a continuum, "based on the amount of communication in the nonverbal context compared with the amount in the verbal message" (p. 646). Thus American culture-- which is held to place more emphasis on the verbal message, and in which people "get down to business very quickly" (pp. 646-647)-- is viewed as a low-context culture. By contrast, Arab culture is described as highly contexted, characterized by more emphasis on personal contact than on procedures, as well as by a closer conversational distance. The close conversational distance, Hall suggests, can be related to the Arabs' propensity to detect "thermal, olfactory, and kinesthetic cues" (p. 648)-- and, more importantly perhaps, to watch the pupil of the eye closely! (Arab eye behavior is explained as different from American.) Elaborating on this highly contexted culture, Hall explains that the usual practice in Arab business affairs is for the businessmen to follow what he calls an "action chain," standard steps or a behavioral sequence for reaching a goal:

> For example, a greeting has several parts. If you leave out a part, such as the proper body motions, people are confused and have trouble completing the chain (p. 651).

Hamayan, E., Saegert, J., & Larudee, P. (1975). Elicited imitation in second language learners. Working Papers in Bilingualism, 6.

Three groups of subjects were tested in an elicited imitation study. They were 8-year old, 11-year-old, and adult native speakers of Arabic who were learning English as a second language. The Ss were asked to repeat sentences of seven different grammatical structure types. Previous research with 4-year-old native speakers of English (Smith, 1973) has found that three of the structures were easy to repeat (Type A structures) while four were difficult to repeat (Type B strucutres). In the present study, a similar difference in the repeatability of A and B structures were found for the youngest Ss but there was no such difference for the adults, and only a moderate difference for the intermediate group. The pattern of results suggested that this was not a function of differences in the Ss' English-language backgrounds, but represents a developmental difference in the ability of second-language learners to repeat certain grammatical structures. The theoretical reasons for the variability in repetition difficulty for the different structure types were considered (Hatch, 1978, pp. 451-452).

Hanania, E. (1974). Acquisition of English strucuture: A case study of an adult native speaker of Arabic in an English-speaking environment (Doctoral dissertation, Indiana University).

This work is a longitudinal case study of the early stages of natural second language acquisition by an adult native speaker of Arabic in an English speaking environment. The subject, a 19-year-old Saudi wife of a Saudi graduate student knew no English on her arrival in the United States and received very little formal instruction thereafter.

Data were collected at one-month intervals over 18 months. Additional elicited speech was collected as well. An informal framework of semantically based generative grammar was used to describe the data.

The subject's earliest constructions were constrained to two-word utterances held by one relation. Development took place in three directions: new relations emerged between elements; two-element sentences were expanded to include three elements; and the main constituents of each sentence were extended through the acquisition of inflections and of modifiers, prepositions and determiners. Substantive elements preceded functors. Correct English word order was preserved throughout. There was no evidence of surface structure interference from the learner's first language.

The development of the subject's acquisition of English was similar to that of a child first language learner, although the rate was much slower and there were differences in the order of acquisition of modulators. The differences may be accounted for in terms of social and psychological variables. The subject had limited meaningful exposure to the language, little pressing need for it, and she was inhibited by her fear of making errors. Another factor may be the higher sensitivity of the child to phonological detail and a greater reliance of the adult on semantic salience. The overall similarity, however, suggests that many of the same kinds of cognitive processes underlie adult and child language acquisition (Hatch, 1978, p. 452).

Hanania, E.A.S., & Gradman, H.L. (1977). Acquisition of English structures: A case study of an adult native speaker of Arabic in an English-speaking environment. Language Learning, 27 (1), 75-91.

This is a longitudinal study (extending over a period of 18 months) of the early stages of natural second language acquisition by an adult Saudi speaker of Arabic in USA. One main result of the study corroborates the recent findings (e.g. of Brown, 1973a & 1973b; Slobin, 1970) that first language acquisition is a creative process, characterized by a universal developmental sequence. In other words, the study points to similarity between L1 and L2 acquisition, specifically in terms of three aspects: (a) Mean Length of Utterance (MLU); (b) sentence structure; and (c) order of acquisition. On the basis of MLU computations for the Arab subject in this study and that for a native child in the Brown study (1973b, p. 55), the authors conclude that "the overall growth of the two subjects in the early stages is quite similar" (p. 84). The study reports more striking similarity in the development of sentence structures (from constructions of two elements each into ones of increasing complexity; in other words, it reports "no evidence of marked first language interference in the learner's English sentence constructions" (p. 88).

As a whole, the results appear to support the view that there is a natural sequence of acquisition: no particular morpheme is "incorporated in a learner's productive grammar until the learner is ready to acquire it" (pp. 86-87). Apart from readiness, four other factors are reported to have influenced the subject's order of acquisition of grammatical structures: (a) semantic salience; (b) grammatical complexity; (c) functional use of the language; (d) affective factors (accounting for the rate of acquisition).

However, it is difficult to generalize from the data. It is necessary to replicate the study on a larger population.

Heckler, E.E. (1975). The acquisition of English verb morphology by non-native speakers (Doctoral dissertation, Michigan State University).

Using a modified and expanded Berko test which included 70 items (oral production, written production, and written reception), 36 students were tested on acquisition of verb morphology. Ss were from Spanish, Arabic, and Japanese language backgrounds; 4 beginners, 4 intermediate and 4 advanced students from each language group. Student proficiency level was accurately reflected in the Ss responses to the test. Native language showed an ascending from Spanish to Arabic to Japanese in number of correct responses. The infinitive (to MV) was acquired earlier than progressive (-ingV); past tense before present -s; the -en of passive before be in be + -en of perfect before have; and be of progressive before -ing. Of structures that can follow a modal, MV and be were acquired before have. For present s, /s/ and /z/ were acquired before /Iz/. For past and for -en perfect, /t/ and /d/ were acquired before /Id/ (Hatch, 1978, p. 453).

Ibrahim, M. (1977). Diglossia and foreign language teaching. IRAL, 15 (2), 158-163.

In this article the author examines the impact of diglossia on Arab students of English. Basing his judgment on error types reported to be due to interference from both written and spoken Arabic, he argues that both varieties of Arabic can account for interference errors and that the two should be taken into consideration in the researcher's attempt to establish the source of the errors.

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Ioup, G. (1984). Is there a structural foreign accent? A comparison of syntactic and phonological errors in second language acquisition. Language Learning, 34 (2), 1-17.

This experiment was conducted on ESL students belonging to different language backgrounds (Arabic, Korean, Spanish, etc.) for the purpose of determining whether native English judges could identify distinct foreign accents (a) with the aid of syntactic errors alone, (b) using only phonological cues, or (c) on the basis of both syntactic and phonological information. The results showed that native speakers of English could identify learners belonging to the same NL background when provided with phonological cues alone, but that they could not do so using only syntactic information. That syntactic errors did not help the judges single out the mother tongue of the learner is explained as due to the ambiguous nature of the errors: for developmental errors were "mixed with any transfer errors that might exist" (p. 8). Having surveyed the findings arrived at by several other researchers, Ioup maintains that while Ll interference is limited in the domain of TL syntax, it is "the major influence on interlanguage phonology" (p. 13).

Ioup, G., & Kruse, A. (1977, February). Interference versus structural complexity as a predictor of second language relative clause acquisition. Paper presented at the Los Angeles Second Language Research Forum, 1st, Los Angeles, California, February 11-13. (ERIC Documents Reproduction Service No. ED 176 579)

This study was conducted on Arabic-, Persian-, Spanish-, Japanese-, and Chinese-speaking students of English for the purpose of determining whether errors in relative clause acquisition could be predicted on the basis of the learner's language background (as Lado, 1957, had claimed), the difficulty of the sentence type, or a combination of both. In the first part of the study the role of interference alone was assessed; in the second part, the subjects were presented with a grammaticality judgment task: they were asked to judge whether each of the 36 sentences was structurally correct or incorrect.

"Our results show," Ioup reports, "that, contrary to the CA hypothesis, sentence type rather than native language background is the most reliable predictor of error" (p. 53).

Jelinek, M. E. (1981). On defining categories: AUX and PREDICATE in Colloquial Egyptian Arabic (Doctoral dissertation, The University of Arizona, 1981). Dissertation Abstracts International, 41, 5081A.

This thesis investigates the problem of defining the syntactic categories of a language, and how they may be related across languages. It compares the syntactic categories AUX and PREDICATE in English and Egyptian Arabic, describing the role of auxiliary. Furthermore, it compares AUX and PREDICATE in a small sample of other languages. Properties of the categories in English and Egyptian Arabic are identified, "in order to show that the defining features selected for the language independent definitions of the categories result in a set of economical and productive category definitions" (DAI).

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Johns, A.M. (1980). Preventing global discourse errors: Problems and approaches to ESOL writing. CATESOL Occasional Papers, No. 6, Fall, 1980. (ERIC Reproduction Service No. ED 200 060)

In this paper Johns draws attention to a major shortcoming in ESL tests, namely the concentration on sentence-level elements and the neglect, particularly in initial stages, of discourse features. She considers one category of discourse features, cohesion, and discusses examples of errors found in a corpus of 356 paragraphs written by Arabic-speaking students of English (as well as ESL speakers of Farsi, Spanish, Japanese, and Vietnamese).

The errors are discussed in terms of the five cohesive elements elaborated by Halliday and Hasan (1976). Inappropriate use of a pronoun referent is classified as a "reference" error. Failure to replace a noun or a phrase already mentioned by a word like "one," "some," etc. is a "substitution" error. Repetition of an element that is unnecessary for reader comprehension is an "ellipsis" error; repetition of words when a referent would have been more appropriate is classified as a "lexical cohesion" error. Also, employment of "and" or "but" in contexts calling for more complex elements is considered a "conjunction" error: this kind of discourse error which Arab students are reported to be especially prone to, can particularly "disrupt the thread of connected discourse" (p. 67).

The author puts forward the following procedures and suggestions for instructors:

1. Correction of some written work only for discourse-level errors-- cohesion, for example;
2. meticulous attention in teaching cohesive items;
3. the use of cloze exercises for practice in cohesion;
4. the intensive study of models of discourse for recognition of cohesive ties.

Kambal, A. (1981). An analysis of Khartoum University students' composition errors with implications for remedial English in the context of Arabization (Unpublished doctoral dissertation, The University of Texas at Austin, 1980). DAI, 41, 1570A.

Using the written compositions of Arabic-speaking students of English at Khartoum University (the Sudan) as the data for his study, Kambal analyzed the syntactic errors made-- for the purpose of developing the remedial English program in the context of Arabization in the Sudan.

His findings concerning errors in the verb phrase revealed three main types:

1. Errors in verb formation, including copula deletion, be redundancy, incorrect active and passive constructions, and inappropriate use of modals;
2. errors in tense (tense sequence, tense substitution, tense marker deletion, inappropriate use of perfect tenses;
3. subject-verb agreement (deletion of 3rd person singular marker, incorrect use of the 3rd person singular s, and the wrong form of be).

Having compared such error types with those reported by other researchers investigating the errors of ESL students with various native language backgrounds, Kambal dismissed interference as a plausible explanation and held that the errors were due to intralingual rather than interlingual factors: "Thus, errors in verb formation, tense, and subject-verb agreement have here been accounted for as mainly due to the verbal system in English."

Khaldi, K. (1981). The use of strategy of transfer by language learners with a bilingual background. Master's thesis, Edinburgh University.

Choosing as his subjects high school and undergraduate Algerian students who are (or have been) learning English either in an Arabized educational background or in an Arabic/French bilingual context, Khaldi here aims at testing Kellerman's (1977) notion that transfer will "operate at varying levels of consciousness". The experiment consists of three acceptability judgment tasks concerning (a) Arabic and French proverbs literally translated into English (some of which are correct); (b) Arabic and French idioms; and (c) relative clauses, including incorrect ones constructed on the Arabic RC structure.

The results confirm the hypothesis. While monolingual and bilingual learners both resort to the strategy of transfer in their judgments, such judgments vary with the educational system to which the learners belong. The results suggest that it is the learner's perception of L1-L2 relative distance rather than the degree of similarity or difference between the two languages that will determine (a) whether or not the learner will resort to transfer, and (b) what linguistic items are language-specific and therefore less readily transferable and what are more readily so.

Kharma, N. (1981). Analysis of the errors committed by Arab university students in the use of the English definite/indefinite articles. IRAL, 19 (4), 333-345.

As part of a large-scale project for the investigation of errors made by 128 Arab students (representing a great variety of Arabic dialects), the present study is concerned with the errors in the use of "the," "a/an," or "no article". The data for the analysis were obtained from the students' responses on a multiple-choice test as well as from a number of essays written by these students. A contrastive analysis of the the articles in Arabic and English is used as an aid in the study.

Contrary to the expectations of the researcher, the study "has proven without any doubt at all that the use of the English definite/indefinite articles is a serious source of difficulty to Arabic-speaking students" (p. 341). In view of the fact that different results have been obtained with different proficiency levels and different levels of grammatical or semantic difficulty, it is hard to assign a hierarchical level of difficulty to each of the articles under investigation.

In accounting for the errors, Kharma, while ascribing "many kinds of errors," and "in fact a great number of them" (p. 341) to interference, postulates the interaction of a number of psycholinguistic processes-- wrong learning strategies or tactics: false analogy or generalization or equation of the two systems-- as well inadequate teaching. By inadequate teaching he means not only the undue emphasis on accuracy at the expense of coherence in connected discourse, but also the "great emphasis on the sentence (rather than the discourse) as the unit by means of which full meaning is expressed" (p. 342); he also means the little attention paid to the articles in the native language.

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Khered, M. O. H. (1984). Measuring the syntactic maturity in the written English of Arab students at four proficiency levels and establishing an EFL index of development (Doctoral dissertation, University of Kansas, 1983). Dissertation Abstracts International, 44, 1010A.

This is an investigation of the syntactic maturity of college EFL Arab students at four levels of language proficiency, and an attempt at establishing an EFL index of development. The students were asked to write on four specific topics that deal with the argumentative mode.

Following are some of the conclusions arrived at. Heavy reliance on sentence coordination was noted in the initial stage of development; subordination, in the intermediate stage; clause length, in the advanced stage. The development in subordination ratio was normal and comparable to that of American schoolchildren. As for syntactic development, however, the Arab subjects were noted to develop faster. Besides, great similarities were found between the syntactic developmental pattern of Arab students and that of American school-children and adult second-language learners of French and German, thus "suggesting a common learning process for both first- and second-language learners" (DAI).

"The measures that fulfilled the criteria for an EFL index of development," it is reported, "were, in order of sensitivity, the percentage of error-free T-units, the number of words in error-free T-units, and grammatical errors."

Kleinmann, H.H. (1977). Avoidance behavior in adult second language acquisition. Language Learning, 27 (1), 93-107. Reprinted in B.W. Robinett & J. Schachter (Eds.), (1983), Second language learning (pp. 363-377). Ann Arbor: University of Michigan Press.

This experimental study was conducted on a group of Arabic-speaking students (as well as one of Spanish and Portuguese-- both groups being enrolled in the Language Institute of the University of Pittsburgh) for the purpose of further investigating the avoidance phenomenon earlier uncovered by Schachter (1974). With CA as a predictor of avoidance, Kleinmann selected four grammatical structures (two of which predicted to be problematic for one group but not for the other), hypothesizing that "when presented with an indirect preference assessment task, the difficulty these subjects would have would manifest itself in avoidance behavior" (1983, p. 366).

The Arabic group is reported to have relatively avoided the passive; the nonuse is accounted for in terms of confidence as a predictive variable (consistent with CA):

> In particular, within the Arabic group, whose members produced significantly fewer passives than the Spanish-Portuguese group, confidence in the comprehension of passive correlated significantly with use of the structure (table 5) (p. 371).

On the other hand, the Arab students' use of the progressive-- predicted to constitute difficulty-- is related to the novelty effect (incompatible with CA):

> The fact that the Arabic group used the present progressive so frequently (over two-thirds of the time), in apparent contradiction to the CA prediction, might be explainable on the basis that this structure, which is nonexistent in Arabic, differs so much from anything existing in Arabic that it was consequently easier to learn (p. 374).

Commenting on avoidance behavior, Robinett and Schachter (1983) remark that "this phenomenon is particularly disturbing for teachers since it is much more difficult to detect and deal with something that does not occur in the learner's speech than with something that does" (p. 292).

Lehn, W., & Slager, W.R. (1959). A contrastive study of Egyptian Arabic and American English: The segmental phonemes. Language Learning, 9 (1-2), 25-33. Reprinted in B.W. Robinett & J. Schachter (Eds.), (1983), Second language learning (pp. 32-40). Ann Arbor: Michigan University Press.

Based on Trager-Smith's (1951) Outline of English Strucutre, as well as on Harrel's (1957) The Phonology of Colloquial Egyptian Arabic and Twaddll's (1956) manual, Oral Practice in Elementary English Instruction, this CA study presents the segmental phonemes (consonants, consonant sequences, and vowels) of Egyptian Arabic and American English. While English is described as having twenty-three consonants in the labial to velar region and one in the postvelar region, Arabic is analyzed as having only sixteen consonants in the first region but seven in the latter. The consonants /t, d, s, z/ are described as having different points of articulation in the two languages: they are alveolar in English but dental in Arabic. Also, /r/ is shown to represent a retroflex sound in English but an "apical trill" in Arabic. Furthermore, English is described as permitting much longer sequences of consonants than does Arabic-- initially, medially, and finally in utterances. As for vowels, English is shown to have many more vowel contrasts than does Arabic, where the range of allophonic variation of each vowel phoneme is shown to be much greater.

"All of these differences," the authors observe, "constitute a major (although not the only) source of difficulty for the speaker of Arabic learning English" (1983, p. 39).

Mehdi, [illegible] F. (198). The interference of Arabic in the use of English prepositions (Doctoral dissertation, The University of Texas at Austin, 1981). Dissertations Abstracts International, 43, 158A.

This study aims at delineating some of the difficulties Arabic-speaking students of English encounter in using English prepositions and at determining whether contrastive analysis and error analysis can be used to predict the students' performance errors.

The results uphold the four hypotheses stated at the beginning of the study: (a) that Arab students will use the proper English prepositions provided equivalents are used in Arabic; (b) that they will select improper English prepositions if equivalents are not used in the mother tongue; (c) that they will omit English prepositions if equivalents are not used; and (d) that they will add English prepositions if equivalents are required in their mother tongue. "Statistical evidence shows," it is reported in the Abstract, "that interference from the students' mother tongue is significant." Error Analysis, too, is reported to be effective in identifying problems Arab students have with English prepositions.

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Meziani, A. (1978). The non-past in English and Moroccan Arabic. IRAL, 16 (1), 66-68.

This CA-based article illustrates the potential problems Moroccan students of English are apt to encounter in learning the verb forms for expressing "simultaneity," "anteriority," and "posteriority"--more commonly, aspectual features-- as well as the particular semantic function expressed by each of the various English verb forms. For instance, the Moroccan Arabic form "tsafer ğeda" is reported to be equivalent to each of the four forms expressing "posteriority" (futurity): She'll leave/ leaves/ is leaving/ is going to leave tomorrow. While the MA form for the simple present "yexdem", to give another example, shows a one-to-one correspondence to the English counterpart "(he) works", the form "ka yexdem" is reported to mean either "(he) works" or "(he) is working"; again "(he) works" is described as equivalent to either form already mentioned. In other words, the difficulty is shown to stem from (a) lack of one-to-one correspondence; (b) lack of aspectual distinctions in Arabic to match those in English; and (c) lack of verb forms in MA to express each of the various semantic functions involved in the multiplicity of English verb forms.

Meziani, A. (1980). The past in English and Moroccan Arabic. IRAL, 18 (3), 248-252.

Complementary to an earlier one dealing with the non-past (1978), this article, CA-based too, presents the potential problems that Morroccan speakers of Arabic are likely to have in acquiring the complexity of English verbal forms which intricately signify (a) current relevance, sometimes incidentally giving rise to a notion of perfectivity (e.g. have worked), and (b) an on-going action, sometimes incidentally giving rise to a notion of non-perfectivity (e.g. is working): "On the other hand, MA has forms signifying completed versus non-completed action (xdem vs yexdem), which sometimes incidentally give rise to notions of on-going action and /or current relevance" (p. 250). Thus, "what is a crucial semantic feature in the one language," Meziani aptly remarks, "is incidental in the other and vice versa" (p. 250): and hence the conclusion that it is the complex relationship between the tense-aspect systems of English and (Moroccan) Arabic that will account for the inappropriate use of English tense forms by Moroccan students. Time adverbials do provide a clue in the distinction of time relationship, it is true, but unless the clue has been pointed out by the teacher, Meziani suggests, it may be "a help and a hindrance" (p. 252).

Mitleb, F.M. (1982). Segmental and non-segmental structure in phonetics: Evidence from foreign accent (Doctoral dissertation, Indiana University, 1981). Dissertations Abstracts International, 42, 3584A.

This study challenges the "Segmental hypothesis", which claims that languages deal only in sound units; and that non-discrete physical and temporal properties of speech can be derived from segmental elements by universal rules. Part One compares Arabic and English with respect to the temporal correlates of the consonantal feature "voicing" and the vocalic feature of "length". Part Two provides instrumental analysis of the segmental feature of "voicing" in German.

It is reported that Germans' production of English approximated the native English patterns far better than that of the Arabs-- "despite the phonological constraint that might have [sic] carried over from German" (DAI).

Mohammad, M. D. (1983). The semantics of tense and aspect in English and Modern Standard Arabic (Doctoral dissertation, Georgetown University, 1982). Dissertation Abstracts International, 43, 2984A.

This study examines the tense-aspect system of Modern Standard Arabic (MSA) from the point of view of Generative Semantics, and compares and contrasts the systems of tense and aspect in English and MSA in terms of their underlying semantic strucutres, derivational processes and surface manifestations for pedagogical purposes. It shows the adequacy of the Generative Semantics model in handling the semantic strucutres of MSA.

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Mukattash, L. (1977). Problematic areas of English syntax for Jordanian students (Unpublished report). Amman: University of Jordan.

This is an error analysis of the written data obtained from first-year students enrolled in the University of Jordan. The data were elicited by means of a composition task, and a semi-objective test administered to a large-scale population.

The analysis revealed that the area of verbal forms (tense, copula, voice, gerund, and infinitive) constituted the greatest difficulty, with tense errors (tense substitution and tense sequence) being the most frequent. Apart from interference as a factor accounting for such errors--especially for the substitution of the present progressive for the present simple-- other factors were postulated by Mukattash as providing explanation for the learner's interchangeable use of the present simple and the past simple. These other factors consist in the faulty teaching techniques and the learner's inability to distinguish between constrasting verb forms in English.

Mukattash, L. (1981). Wh-questions in English: A problem for Arab students. IRAL, 19 (4), 317-332.

In his analysis of the errors made by adult Arabic-speaking students of English in their production of wh-questions, Mukattash aimed at testing the L1=L2 hypothesis and assessing the role of L1 interference. His approach was to compare his data with related data obtained from the studies of researchers on first and second language acquisition (Menyuk, 1969; Ravem, 1974; Dulay and Burt, 1974; Richards, 1974).

The interesting discovery made by Mukattash is that many of the errors produced by ESL Arab students, which can be initially accounted for in terms of transfer from L1, "are reported to have been made by children acquiring English as their first language or by foreigners learning English in an English-speaking environment" (p. 325). More specifically, errors ascribable to NL structures (as held for example by Scott and Tucker, 1974) are now shown to be possibly regarded as developmental errors (typical of first language acquisition), to be equally attributable to strategies of overgeneralization and simplification (commonly resorted to by second language learners), or to be explainable in terms of linguistic redundancy (as when the learner preserves, for example, a feature perceived to be essential for expressing interrogation but deletes the other accompanying feature(s) in a given question pattern). In other words, Mukattash suggests that certain errors are universal to all learners of a particular language-- irrespective of the learner's language background.

As for the role of the NL, Mukattash suggests that L1 interference plays a significant role more on the phonological and the lexical levels than on the syntactic and the morphological levels, and more in stylistic contexts than in the case of simple sentences, concluding that such interference "is not as powerful as some linguist think" (p. 325). In his concluding remarks he points out the value of building a corpus of errors encountered in first as well as second language acquisition.

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Mulla, M.A. (1980). Aptitude, attitude, motivation, anxiety, intolerance of ambiguity, and other biographical variables as predictors of achievement in EFL by high school science major seniors in Saudi Arabia (Doctoral dissertation, the University of Michigan, 1979). Dissertation Abstracts International, 40, 2521A.

This study, which was conducted on 81 male high school Saudi seniors, was designed to investigate the relationship between achievement and such factors as aptitude, attitude, motivation, anxiety, intolerance of ambiguity, etc.; besides it attempted to construct a language aptitude test modelled after those aptitude tests available for English speakers. Achievement was measured through Dictation, Cloze, Reading, and Structure tests as well as by means of Teacher Grades.

In his final Chapter, Mulla draws a number of conclusions (see pp. 167-181), of which the following may be summarized here:

1. Aptitude is reported to be independent of the other measures of attitude, motivation, and anxiety, but that it is not independent of age or intolerance of ambiguity. The relationship of aptitude to any biographical variable other than age is described as tentative.
2. Motivation is reported to be "related to EFL as far as the type of motivation (instrumental) and the degree of intensity are concerned"; however, "the integrative/instrumental motivational differentiation," it is reported, "did not seem to hold in the context of the study" (p. 174).
3. The findings concerning attitudes are not conclusive.
4. "Age is very closely related to the degree of achievement in EFL" (p. 175).
5. "Anxiety is very clearly related to EFL achievement and may very well reflect the learning conditions in a classroom in Saudi Arabia."
6. The learner's perception of his progress in EFL has been shown to be an important factor.

Nielsen, T.H. (1974). Early stages in the non-native acquisition of English syntax: a study of three children from Zaire, Venzuela, and Saudi Arabia (Doctoral dissertation, Indiana University).

The study investigated the developmental trends in the acquisition of English syntax by three children of diverse language backgrounds in an attempt to find out whether processes undergone by each child, during a six-month period, were similar to those of each other child. Four basic sentence types were analyzed: imperatives, declaratives, negatives, and interrogatives. The data were divided into four developmental stages. While the findings indicated that children learning a second language go through similar stages regardless of their mother tongue, some individual differences were present in the data that Nielsen attributes to phenomena such as overgeneralization, individual learning strategies, and other factors. In addition, each child showed certain consistent idiosyncracies in his speech. Comparison with first language learners suggests that second language learners acquire certain features at a much greater speed than native speakers do. The second language learners were found to use two-word utterances for an extremely short time and used adult-like forms as early as the third month of exposure. This was attributed to the cognitive ability of the child and his knowledge of language per se (Hatch, 1978, p. 461).

Prothro, E.T. (1955). Arab-American differences in the judgment of written messages. Journal of Social Psychology, 42, 3-11.

Prothro here attempts to test the hypothesis (formulated by Shouby, 1951) that Arab speech, as compared with American speech, is more given to overassertion. The rationale behind the author's interest in such a subject is that "if communications are to take place between peoples of different cultures, then attention must be given not only to problems of language codification but also to problems of culture and cognition" (p. 10). Adopting the Thurstone (1929) procedure for the measurement of attitudes, the investigator had two groups of Arab students sort, on an 11-point scale of favorableness-unfavorableness, general statements claimed to be descriptive of any group of people. The judgements of the Arab students were subsequently compared with the previously known judgments of American students.

The results suggest that Arab students are more prone to overassertion than are American students, but that American students are more given to understatement than Arab students. While the conclusions drawn are valid only inasmuch as the samples are representative of both peoples, the study can contribute to narrowing, if not fully bridging, the cognitive gap between Arabs and Americans: the Arabs, on the one hand, need not be misinterpreted by Americans as too exaggerating when they only intend to express a mere statement of fact, nor be perceived as overassertive when they simply aim at conveying firmness; on the other hand, they should guard against the possibility of judging a statement made by an American as weak or doubtful when it is probably intended to impart a firm assertion.

Robbins, M. (1976). The effects of feedback on the eradication of errors in verb forms by ESL students (MA-TESL, UCLA).

The focus of this study on verb errors in compositions was on the learner and the information he can furnish the researcher about his errors. The purpose of the study was to investigate the effectiveness of eliciting student explanations about verb errors on the eradica- of those errors. Secondary areas of investigation were whether any patterns developed in the types of errors made and whether any patterns developed in the explanations given. Eight intermediate-level adult ESL learners, 2 from each of 4 native-language backgrounds (Arabic, Japanese, Persain and Spanish) were randomly placed into either a control group or an experimental group. Both groups were administered a pre- and post-test on verb usage and verb forms. Weekly errors explanations were conducted with each experimental subject during which the learner examined his uncorrected compositions. He attempted to locate his erros, correct them, and then he was asked to give an explanation for each error. This study shows that error explanations from the learner provide useful insights concerning the production of errors and the second language learning process. It is suggested that the effectiveness of this technique appears to be dependent on the personality of the learner and the learner's past language learning history (Hatch, 1978, 464).

Rouchdy, A.A. (1970). A case of bilingualism: an investigation of lexical and syntactic interierence in the performance of a bilingual child (Doctoral dissertation, University of Texas at Austin). DAI, 31, 6585A.

This study examined interference in the speech of a 12-year-old child, the writer's son, whose languages are Arabic and English. The S spoke only Arabic on his arrival in the United States at age 8. The analysis demonstrates that interference has occurred on the syntactic level as well as at the lexical level from English to Arabic as English became the child's major language. The data for the study were collected over a six-month period when the S was twelve. It consists of systematic tests as well as spontaneous speech. Both measures showed the impact of one language system on the other in the quality and quantity of production in the S's now-weaker language, Arabic. The author concludes, from the tests given, that the child's production of Arabic does not reflect his competence in that language. That is, his passive knowledge of his language is superior to his active knowledge. This is related to the notions of competence and performance in transformation grammar theory (Hatch, 1978, p. 466).

Rutherford, W.E. (1983). Language typology and language transfer. In S. Gass & L. Selinker (Eds.), Language transfer in language learning (pp. 325-370). Newbury.

Proceeding from the hypothesis that transferability is determined by the typological organization of the NL and the TL, Rutherford conducted his study on ESL speakers of various language typologies: Mandarin, a topic-prominent language (with a pragmatic word order, typically SVO); Arabic and Spanish, subject-prominent languages (with a pragmatic word order, VSO and SVO respectively); Japanese and Korean, both subject- and topic-prominent (with both a pragmatic and a grammatical word order, SOV); Cf. English, a subject-prominent language (with an SVO grammatical word order).

His data revealed that topic versus subject prominence and pragmatic versus grammatical word order figure in language transfer, but not the SVO canonical arrangement. For example, Arab learners of English are reported not to produce, at any time, writing in which the verb is wrongly placed sentence-initially-- despite the fact that Arabic is classified a verb-initial language. While the two transferable typologies were shown to be discourse phenomena, the canonical SVO word order was lower in hierarchy, a sentence-level phenomenon. In other words, there is evidence to suggest that syntactization processes are affected by the typological organization and that it is discourse, rather than syntax, which guides the overall development of an L2.

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Samhoury, M. (1966). Grammatical problems involved in teaching English to speakers of Syrian Arabic (Unpublished doctoral dissertation, University of Leeds).

This CA comprehensive study deals with the syntactic difficulties that Syrian university students are likely to have in learning English grammar. The analysis of errors was based on 200 final examination scripts of university students majoring in English, as well as on the description of the students' native language from recorded conversations of Damascene Arabic.

Samhoury compared basic sentence patterns in English and the Damascene dialect of Arabic. Errors in word order, verb formation, tense and tense sequence, preposition, articles-- these were some of the error-types reported to constitute the grammatical problems of the ESL Syrian learner.

While the error types thus identified have been reported by other researchers, his predictions that English structures exhibiting no conflict with their equivalent counterparts in Arabic will present no learning problems for the Arab learner-- these predictions can hardly be maintained in light of the more recent SLA research.

Schachter, J. (1974). An error in error analysis. Language Learning, 24 (2), 205 -214.

Comparing the restrictive relative clause formation (RCF) strategies adopted by Arabic-, Persian-, Chinese-, and Japanese-speaking learners, Schachter noted that the errors committed by the Arab and Persian learners had a significantly higher frequency than those made by the speakers of the other two languages (the percentages of errors being 20, 25, 12, and 8, respectively). On comparing the percentages of errors with RCF total production, she discovered that the number of relative clauses produced was much lower for the Chinese and Japanese compared with the Persian and Arab learners. The percentage of errors was shown to be proportional to transfer. Transfer was in turn shown to be proportional to the learner's perception of L1-L2 resemblance with respect to RCF (in the case of Arabic and Persian), and to be inversely related to the perception of L1-L2 difference, and hence difficulty (in the case of Chinese and Japanese). (In this sense, the avoidance phenomenon may also be accounted for in terms of Kellerman's, 1983, notion of psychotypology.)

"The total weight of the evidence from this study," Schachter concludes, "strongly supports the a priori [predictive or strong version of CA] approach" (p. 212). Thus she suggests that without a priori predictions error analysis will fail to account for the avoidance phenomenon. In effect, the study provides evidence for typological factors at work in language learning: it points to a correlation not only between errors and transfer but also between transfer and the learner's perception of L1-L2 resemblance with respect to RCF.

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Schachter, J. (1979). Reflections on error production. Interlanguage Studies Bulletin, Utrecht, 4 (1), 15-26. (ERIC Reproduction Service No. ED 205 011)

In this project Schachter purports to demonstrate the fallacy of a common-sense conclusion drawn on the basis of error production in isolation. Here she analyzes production data from 375 adult learners of English belonging to five language backgrounds: Arabic, Persian, Spanish, Japanese, and Chinese. Information is presented about the learners' production of three syntactic constructions: the subject relative clause, the infinitival complement on verb, and the passive.

In her discussion of the data, Schachter highlights the interrelationships between three factors: (a) total production; (b) total error production; and (c) error types. Error types are described as (a) accidental, occurring once, but not to be expected any more; (b) casual, occurring occasionally; or (c) resident, occurring regularly. Two groups of learners are also recognized:

1. Producers, who produce the given construction freely, thereby making many errors (of the resident type);
3. avoiders, who produce the construction only infrequently, thus making only few errors (that are not of the resident type).

(Arab learners are reported to be productive of the relative clause and infinitival constructions-- and hence of resident errors pertaining to these constructions. However, they are reported to be avoiders of the passive construction-- and therefore of resident errors pertaining to it.)

Schachter, J. (1983). A new account of language transfer. In S. Gass & L. Selinker (Eds.), Language transfer in language learning (pp. 98- 111). Rowley, Mass.: Newbury House.

Contrary to the prevailing notion that language transfer is a process, Schachter's view is that it is a constraint on a larger process, the learner's hypothesis testing process. In her discussion of the Hypothesis theory, she maintains that adults learn a second language only by formulating hypotheses and testing them against the data. The learner's "universe of hypotheses" is derived from his/her prior linguistic knowledge as well as from the new learning situation. The hypotheses are conceived of as clustered into domains (or abstract categories), with the learner choosing a domain, sampling hypotheses within it, and then testing the hypotheses against the input.

Schachter provides examples from Arabic, Farsi, Spanish Japanese and Chinese to illustrate her new model. "Oil was discover in the 19th century" and "But when oil discovered and began export it in 1950..." are cited as two typical error types made by Arab students in their production of the English passive, reflecting the same domain (viz. the passive) selected by two Arab learners but two different hypotheses ("to mark the passive, add a tensed form of be" and "to mark the passive, use the past participle form of the main verb"). She reported that "none of the 75 Arabic speakers in the data base produced both error types in one sample" (p. 107). The question of what determines speaker A's choice of the hypothesis (x, y, ...) remains unanswered, however.

Schachter, J., & Rutherford, W. (1979). Discourse function and language transfer. Working Papers on Bilingualism, 19, 2-12. Reprinted in B.W. Robinett & J. Schachter (Eds.), Second language learning (pp. 303-315). Ann Arbor: the University of Michigan Press.

Upon examination of a set of written data produced by Arabic-, Spanish-, Persian-, Japanese-, and Mandarin-speaking students of English, Schachter and Rutherford noted that certain constructions were produced, with noticeable regularity, by certain groups of ESL learners: the Japanese learners overproduced extraposition (e.g. It is believed that; it is unfortunate that...); the Chinese, the existential constructions (e.g. There is ...; there are ...). Surprisingly enough, these constructions, more frequently used by the Japanese and Chinese though they were than by the Arab or other speakers, had no syntactic counterparts in either Japanese or Mandarin. This realization led Schachter and Rutherford to transcend the conventional phonology-to-semantics framework of mainstream linguistics. They found out that where the NL and the TL belonged to two different typologies (subject- vs. topic-prominent), the learner would make the formal exponents of the TL serve the functional ends of his/her NL. Overproduction "errors" would now be viewed as reflecting the learner's attempts to match available syntactic structures to discourse-function transferred from L1. Thus language transfer is shown to be too subtle, sometimes, to be accounted for in terms of a one-to-one framework like that proposed by CA proponents.

Schachter, J., Tyson, A., & Diffley, F. (1976). Learner intuitions of grammaticality. Language Learning, 26 (2), 67-76.

Endorsing Corder's (1973) view that a variety of elicitation tasks should be employed by second language researchers (and hence taking the opposite position from Selinker, 1972), Schachter, Tyson, and Diffley acknowledge the inadequacy of performance studies and argue convincingly that in order to assess a learner's knowledge of a language more adequately it is essential for the investigator to obtain intuitional data:

> We believe that NO attempt at the characterization of the learner's interlanguage which is based solely on collecting and organizing the utterances produced by the learner will be descriptively adequate (Chomsky, 1965). We are interested in characterizing learner knowledge of his language, not simply learner production (p. 67).

Out of such a conviction, therefore, they designed their investigation to elicit grammaticality judgments on English sentences from Arab, Persian, Spanish, Japanese, and Chinese students of English. They aimed at determining whether the learner's language background would influence grammaticality judgments, so that he/she would accept sentences ungrammatical in the L2 (i.e. English) but in conformity with the learner's L1.

It appears that no definite conclusions as to the role of interference can be drawn from the results, for while speakers of Farsi and Arabic upheld the investigators' hypothesis in that they showed evidence of accepting such ungrammatical sentences, speakers of Chinese and Japanese did not.

Schmidt, R. (1977). Sociolinguistic variation and language transfer in phonology. Working Papers in Bilingualism, 12, 79-95.

The study reveals that the occurrence of phonological variants of TH in the interlanguage of Egyptian ESL Arab students is only an instance of style shifting transferred into English largely in accordance with a NL sociolinguistic rule. The degree of attention paid by the learner has been found to be a significant factor in predicting whether a stop, a sibilant, or an interdental fricative will be used: more specifically, the first variant is reported to occur most frequently in unattended speech; the second, in situations calling for only some degree of attention (e.g. reading); the third, in careful style (e.g. reading lists of minimal pairs).

Besides, the study has shown that such phonological variants reflect social stratification among speakers. (In this respect, the findings corroborate those of Schmidt, 1974.)

Schwabe, T. (1981, October). Oral differences in English and Arabic: A view from the ESL teacher's perspective. Paper presented at a workshop at the University of California, Davis, CA, October 7, 1978. (ERIC Reproduction Service No. ED 210 918)

In her contrastive analysis of English and Arabic phonology, Schwabe focuses on only those features that distort the meaning, or, more importantly, that "trigger an emotional response not intended or realized by the Arabic speaker of English" (p. 15). Her observation that Arab students transfer a glottal stop to words beginning with a vowel accounts for rhythm distortion and an impression of "jerkiness" created by the speaker in the mind of the English listener. The fact that monosyllabic words are always stressed in Arabic, to give another example, accounts for the stressing by an Arab learner of question-words, auxiliary verbs, prepositions, etc., with the result that the listener will perceive such a speaker as sounding overly-strong or angry. Again, "that the Arabic consonant stops are always aspirated" (p. 16)-- a generalization that needs some qualification-- can explain why the Arab speaker sometimes sounds not only overly-strong but also "aggressive, maybe even dictatorial"! Because an Arab speaker starts the sentence on a rather low level, Schwabe points out, there is often "a little bit of annoyance, perhaps even a twinge of resentment" (p. 19) on the part of the listener who cannot hear the utterance well; on the other hand, the use of level 4, which is normal in Arabic (especially at sentence end), can impart an unintended message of too intense emotional reaction. Furthermore, transfer of a very level Arabic pitch pattern to the middle of an English utterance is reported to suggest to the listener that the speaker is "bored, uninterested, maybe sick, but probably bored, which doesn't make the listener feel very stimulating" (p. 19)!

The above observations attest to the importance of CA analyses for providing the language teacher with the information that can enable him or her to view the performance of the student from a more proper perspective.

Scott, M.S., & Tucker, G.R. (1974). Error analysis and English language strategies of Arab students. Language Learning, 24 (1), 69-79.

This is a longitudinal study of the written performance of 22 Arab students at the American University of Beirut. Pictures were used as an elicitation technique.

It was found that the percentage of errors made orally was higher than in writing. Scott and Tucker recognized four categories of grammatical errors: (a) errors in verbs, which were the most frequent in comparison with the other categories; these involved omission of the copula (presumed to be due to L1 influence) or the auxiliary, the unmarked third-person singular, and errors in tense sequence; (b) errors in the use of prepositions (presumed to be due to L1 and L2); (c) errors in the use of the articles (omission of the definite and indefinite articles being ascribed to L1 in 50% of the occurrences); and (d) errors in relative clauses, involving the redundant use of an object when the WH word was the object of the clause.

The results have been shown to suffer serious limitations:

1. on the grounds that errors considered by Scott and Tucker to be interlingual could be equally regarded as intralingual (Mukattash, 1981);
2. on the grounds that the elicitation technique is far too inadequate:

> By using pictures only, they were able to elicit certain structures, but not others, such as those involving passive, negative, and interrogative which would have influenced their results, especially in verb errors. Moreover, they elicited some tenses, whereas others were hardly obtained.... Besides, picture description involves other cognitive factors. Students have to understand the ideas behind the pictures before they can describe them (El-Badarin, 1982, pp. 43-44).

Sharma, V.A. (1982). Syntactic errors as indices of developing language proficiency in Arabic speakers writing English at the intermediate and advanced levels of English as a second language (Doctoral dissertation, Indiana University, 1981). Dissertation Abstracts International, 42, A.

Proceeding from the hypothesis commonly formulated by researchers that syntactic errors are indices of the proficiency level of the learner, Sharma conducted this experimental study on two groups of Saudi Arabian students at the intermediate and advanced levels of proficiency in ESL. The data, collected over a sixteen-month period of English instruction, were analyzed for significant differences in the production of three syntactic categories: the finite verb phrase, the relative clause, and the T-unit or sentence.

> The results generally did not uphold the hypothesis: None of the hypotheses regarding comparative production of finite verb errors and incorrect relative clauses were supported by the data analysis. Hypotheses regarding the comparative production of error-free T-units, however, were partially supported. There seems to be no difference in reliance on production strategies attributable to interlingual or intralingual sources according to level of proficiency (DAI).

Rather, it was the particular writing task and the syntactic complexity of the writing involved that seemed to have some effect on the production of errors. In other words, "growth in syntactic complexity seemed to provide the best means for identifying the late proficiency levels of this study."

Shouby, E. (1951). The influence of the Arabic language on the psychology of the Arabs. Middle East Journal, 5, 284-302.

Presumably endorsing Jespersen's (1922) view, namely that the more synthetic a given language is the more primitive the relevant culture will be, Shouby claims that Arabic is characterized by a vagueness that is reflected in the personality traits of its speakers. This vagueness he relates to what he describes as "primitive globality," "diffuseness," and "rigidity" (p. 299). Proceeding from this notion-- which he hardly substantiates-- he suggests that the Arabs are preoccupied with musicality and word form rather than cohesion and organization. He states that they are given to overassertion and exaggeration "as otherwise they stand a good chance of being gravely misunderstood" (p. 300). Such personality traits as emotivity, impulsiveness, intellectual regression-- which Shouby impressionistically generalizes to be characteristic of the Arabs-- are perceived as having their origin in the native language.

While it is beyond the scope of this brief abstract to present any counterargument, a few observations may be made in comment. For lack of established criteria for comparability, it is, first of all, as pointless to judge a synthetic language (like Arabic) in terms of an analytical one (like English) as it is to judge the latter withe the former used as a frame of reference. Secondly, familiarity with a language is one thing and being well-versed in it and in full command of its subtleties, intricacies, delicate shades of meaning, etc. is quite another matter: it is hardly plausible to perceive native speakers of a language fully interacting with one another using a vague linguisitic medium. Thirdly, Shouby's exclusively personal statements with regard to Arabic and the Arab nation might have been better tolerated had he not made a claim at a more fundamental level without actually being able to substantiate it: to claim that the language of the Holy Quran is that of Prophet Muhammad is -- at least in light of the stylistic differences between the Quran and Hadith as readily observable and objectively attested to by linguists-- far from tenable.

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Simons, S.K. (1983). A structural study of expanded verbal bases in Egyptian (Doctoral dissertation, University of California, Berkley, 1982). Dissertation Abstracts International, 43, .

The researcher claims that the majority of Egyptian verbs originated in mono- and biconsonontal bases, as is the case in the African branches of the Afroasiatic family, and therefore-- instead of maintaining that weak and biliteral verbs are eroded triliterals-- postulates that Egyptian Arabic best exemplifies the transitional stage in the development of the triliteral verb, which is claimed to have reached its final development in the Semitic languages. She includes in her study a comparative Afroasiatic biliteral word list, "which illustrates, in many cases, the biliterality of the African verbal bases and the secondary triliteralization of Egyptian and Semitic bases" (DAI).

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Thompson-Panos, K., & Thomas-Ruzic, M. (1983). The least you should know about Arabic: Implications for the ESL writing instructor. TESOL Quarterly, 17 (4), 609-623.

Proceeding from the assumption that ESL instructors teaching writing to students should be sensitized to the difficulties their students encounter, the authors give an overview of the Arabic language system and direct attention to major categories of errors attributable to native language interference. The Arabic writing system, which uses a Semitic alphabet different in every respect from the Romance type employed in English, is shown to constitute a major obstacle in reading and writing skills development. The widespread spelling errors (notably omission of vowels) made by Arab students are also related to the Arabic writing conventions and vowel system, which are vastly different from those of English.

The Arab learners' inadequate control of English vocabulary, on the other hand, is accounted for by two principal facts: (a) that Arabic, unlike Romance and German languages, lacks cognates with English; (b) that Arab students, with the difficulty of using the Arabic word-root-based lexicon negatively reflected on them, are not prone to (English) dictionary use with ease.

On the syntactic level, the following error-types are again related to interference from the learners' mother tongue: (a) the misuse of verb forms and the omission of the copula; (b) the omission of the indefinite article; (c) the misuse of prepositions; problems of relativization (e.g. retention of object pronouns, repetition of referent).

On the stylistic level, the phenomenon of overassertion and exaggeration is shown to reflect a stylistic device in Arabic rhetoric. On the discourse level, the different organizational styles in English and Arabic rhetoric, the tendency for the Arab learners to use coordination rather than subordination-- these are two sample characteristics which render the Arabs' discourse markedly different from native English discourse.

Tucker, R., Cooper, R., Olshtain, E., & Waterbury, M. (1979). The acquisition of complex English structures by adult native speakers of Arabic and Hebrew. Language Learning, 29 (2), 255-273.

This study investigates the acquisition of five complex syntactic structures by Arabic- and Hebrew-speaking students of English, the purpose being to establish the difficulty order of acquisition and to test the Creative Construction Hypothesis (CCH).

Their results appear to uphold the CCH, for the subjects are reported to interpret complex structures in the same way as did the native speakers (in the Dulay and Burt study, 1974) learning English. No similarities or differences between native and target language in the structures investigated are reported to enhance or impede learning: and that is the basis for the authors' claim in support of the CCH.

Vann, R. (1979). A study of the oral and written English for adult Arabic speakers (Doctoral dissertation, Indiana University, 1978). Dissertation Abstracts International, 39, 5484A.

This study was conducted on 28 Arabic-speaking adults to determine (a) the relationship between raters' evaluation of oral and written data samples obtained from these students at varying stages of English proficiency; (b) whether the sequence of the oral and written tasks could have any effect upon the subject performance; (c) the relationship between the oral and written samples as measured by syntactic indices used in the study; and (d) whether any or all of the syntactic indices used correlated significantly with subject language proficiency as measured by the TOEFL.

The results revealed (a) that raters would view the oral and written data samples similarly; (b) that sequence hardly had any significant effect upon subject performance; (c) that "there is a correlation between oral and written expression in terms of mazes, error-free T-unit length, and percentage of error-free T-units; (d) that there was moderate correlation between syntactic indices used in the study and TOEFL scores. It is significant to note too that, like native speakers in previous studies, these Arab students tended to use "a more elaborative and more strictly controlled written than oral style," for the T-units were longer and contained a higher percentage of adverbial and adjectival clauses, and there were fewer words produced in a given time allotment, "with mazes representing a very small proportion of these words" (DAI).

Willcott, P.P. (1974). An analysis of the written English of native speakers of Arabic as found in American history final examinations (Unpublished doctoral dissertation, University of Texas at Austin, 1972). DAI, 34, 755A.

The following abstract is quoted from Atari's (1983) PhD dissertation:

> Willcott (1972) studied the errors of sixteen native speakers of Arabic, using the written answers they gave on a final examination in a course on history at the University of Texas at Austin. His aim was to find out some of the "unique" problems which native speakers of Arabic had with the syntax of written English, with a view toward developing efficient teaching materials. The study showed that problems with the concept of definiteness were the most serious; next in difficulty were problems in verb morphology (pp. 17-18).

Yorkey, R. (1977). Practical EFL techniques for teaching Arabic-speaking students. In J.E. Alatis & R. Crymes (Eds.), The human factors in ESL (pp. 57-85). Washington, D.C.: TESOL.

One important asset of this article is that it presents, from the viewpoint of a scholar and pedagogist who has spent a considerable span of his life in the Middle East, the considerable contrast and diversity of the area, with the resulting variety of linguistic backgounds, educational expectations, and attitudes of Arab students. Another asset consists in the practical suggestions and techniques as well as practice material-- all tried out by the author as helpful in teaching English pronunciation, vocabulary, grammar, and rhetoric to Arab-speaking students.

Yorkey identifies the following phonological aspects as problematic for Arab students and offers practical techniques for teaching them: the phonemic contrasts /p,b/, /n, ŋ/, /o, ɔ/; the phonetic difference between English and Arabic /r/; the unconscious use by the Arabs of a glottal stop initially; the spelling pronunciation of certain words under the influence of Arabic sheddah.

With respect to vocabulary, he points out the extensive derivational processes applied to an Arabic triliteral root, whereby an infinite number of semantically related lexical items are formed by affixation of various combinations of vowels to the consonontal "skeleton". More importantly, he calls for the utilization of such processes in the teaching of vocabulary to Arab students.

As for grammar, Yorkey lists the categories of errors reported in the Scott and Tucker (1974) research, concentrating on the redundant use of pronoun in relative clause constructions.

"The rhetoric of a tightly organized, logical presentation of ideas," he observes, commenting on Kaplan's statement with reference to the Arabic thought pattern, "is as foreign to Arabic-speaking students as the language of English itself" (p. 68).

Zreg, M. M. B. (1984). Identification of specific Arabic language interference problems and their effect on the learning of English structure (Doctoral dissertation, University of Kansas, 1983). Dissertations Abstracts International, 44, 1076A.

This study investigates specific Arabic language interference in the learning of some English structures. The data are drawn from Libyan Teacher-Training Institutes.

Zreg ascribes errors to interference from Arabic, as well as to carelessness and unfamiliarity with the rules of the target language; he ascribes negative transfer to insufficient practice and lack of oral communication. Heavy reliance on orthography rather tahn phonetic articulation, and dependence on literal translation are identified as two other factors leading to frequent errors.

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The Acquisition/Learning of English by Arabic Speakers: Annotated Bibliography.

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The Learning/Acquisition of English by Arabic Speakers

This study set out to confine itself to articles, appearing between 1985 and 1990, directly related to the acquisition of English by Arabic speakers. However, the relative shortage of studies on this specific subject made it necessary to broaden the scope and go beyond published studies, hence the inclusion of the dissertations cited below.

The annotations provided herein were based on the combined resources of journal articles and abstracting works, such as Language and Language Behavior Abstracts (LLBA); Language Teaching (LT); Current Index to Journals in Education (CIJE); and Educational Resources Information Center (ERIC). Further reference on the subject can also be made to Sheikh Ibrahim (1985), Annotated Bibliography: Studies on Arab Students of English (unpublished, memiographed independent study).

Section I deals with studies that are directly relevant to the acquisition/learning of English by Arabs. On the other hand, while Section II is less focused, its inclusion was based on the conviction that the studies cited would further enrich research.

The following abbreviations have been used to indicate abstract source: AA, author abstract; AW, Adamu Walelign; LT, Language Teaching, and DAI, Dissertation Abstracts International.

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The Acquistion/Learning of English by Arabic Speakers

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Abu-Jarad, H.A. (1986). English interlanguage of Palestinian students in Gaza Strip: An analysis of relative clauses and verb tense. (Doctoral dissertation, Ball State University, 1986). Dissertation Abstracts International, 47, 518A.

Investigated is relative clause formation and tense coding in the English interlanguage of 32 Palestinian students. The study highlights the crucial influence of the Arabic aspectual system on the use of English tense. Teachers are advised not to over-react to students' tense usage and not to require them to write in a particular tense in an artificial manner.[DAI; modified AW].

Ashiurakis, M.A. (1987). The influence of the socio-educational environment upon English reading performance. (Doctoral dissertation, Aston University, U.K., 1987). Dissertation Abstracts International, 49, 529A.

The study was designed to explain the influence of the socio-educational environment in an Arab university on the English reading ability of students. The results show a significant relationship between reading ability in English and the reading environmental variable. While acknowledging the limitations of a single study, the author states that it is clear that the reading environment is in need of improvement and that students' use of it also requires better guidance and training. [DAI; modified AW].

Bourenane, K.R.R. (1984). English learning in Algeria. Dissertation Abstracts International, 45, 2016A.

Analyzed is the students' language use and attitudes toward the languages they speak as well as toward the learning of English. Mother tongue (Arabic) and second language interference (French)

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are the probable causes of many categories of errors. Intralingual interference, uncertainty about correct syntactic rules, overgeneralization, simplification may also cause article, preposition and adjective errors. (AA; modified AW).

Broselow, E. (1984). An investigation of transfer in second language phonology. International Review of Applied Linguistics, 22, 253-269.

'Emphasis' in Arabic and 'blending' in English are analyzed, and interference shown to be the result of applying English linkage rules to Arabic. It is felt that learners alter the second language syllable structure to match their own, which is borne out by Egyptian learners' errors. It is asserted that transfer between languages operates in second language acquisition, and that universal principles such as markedness affect a learner's choice. (AA; modified AW).

Chapelle, C. (1986). Computer-assisted language learning as a predictor of success in acquiring English as a second language. TESOL Quarterly, 20, 27-46.

Reported are the results of a study of the impact of computer-assisted language learning in the acquisition of ESL by Arab and Spanish students. It was found that time spent using and attitude toward CALL were significantly related to field independence and motivational intensity. These results indicate that some learners may be better suited to CALL materials than others students and that it is necessary to consider many learner variables when researching the effectiveness of CALL. [LT, modified AW].

Doushaq, M.H. (1986). An investigation into stylistic errors of Arab students learning English for academic purposes. English for Specific Purposes, 5, 27-39.

Described is a study of the writing problems of Jordanians studying English for academic purposes.

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Results indicate that the main problems facing students in using English for communicative purposes lie in paragraph construction, sequencing and developing ideas. Weakness in writing skills in the foreign language is shown to be due, at least to some extent, to an original weakness in mother tongue writing skills. [AA; modified AW]

Elkhatib, A.S.A. (1984). Case studies of four Egyptian writers majoring in English (Arabic-speaking, EFL/ESL). Dissertation Abstracts International, 46, 969A.

The study describes the rhetorical patterns students use in writing English, classifies the lexical problems and tries to determine the causes of these problems. 64% of the T-units the were without coordination or subordination to the main clause. Subordinated sentences were about 32%. Suggestions for teaching rhetorical patterns, developing vocabulary, and reducing apprehension are included. [DAI; modified AW].

Eltrug, N.S. (1984). Analysis of the Arab learners' errors in pronunciation of English utterances in isolation and in context. (Doctoral dissertation, University of Kansas, 1984). Dissertation Abstracts International, 46, 963A.

The study set out to identify the types of errors made by the Arab EFL students. It showed that Arabs have difficulty in pronouncing some disyllabic and polysyllabic words in English and have a tendency to shift the primary stress to the left or the right. It also indicated that the subjects have a tendency to split polysyllabic words into two or more parts stressing each part with an equal emphasis. [DAI; modified AW].

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Ghrib, E.M. (1987). A longitudinal study of a Tunisian adolescent's learning of English morphemes in a classroom context. International Review of Applied Linguistics, 25, 41-54.

Tunisian students' learning of English grammatical morphemes is examined. The results show that though instruction plays a definite role in elevating accuracy, it does not radically change the student's learning sequence. The findings support the creative construction theory, as they give further evidence to the claim that language learning, like language acquisition, is a creative process. [AA; modified AW].

El Hibir, B., & Swales, J. (1977-1978). Problems, puzzles and inferences. English for Specific Purposes in the Middle East and North Africa (ESPMENA) Bulletin, 9, 18-21.

Examined are some problems encountered by Arabic students of English, particularly in writing about expressions of direction. It was found that most of the propositional errors were amenable to contrastive analysis, whereas mistakes in word class and word order were not. No specific reasons for the difficulties could be determined. [AA; modified AW].

Huxley, F.C. (1986). Contrasting semantic structures in English and Arabic: Problem and promise in second language learning. Anthropology and Education Quarterly, 17, 67-99.

It is argued that language learning may be facilitated through research into certain types of learning errors. Mistakes in word-choice were examined in 72 compositions produced by Lebanese students. Other students were asked to translate sentences into Arabic. The two sets of sentences indicated differences in the semantic domains of the two languages. It is shown that many errors arise from generalization and extrapolation. Understanding the deeper semantic organization of a language is stressed. [AA; modified AW].

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Khalil, A. (1985, June). Communicative error evaluation: Native speakers' evaluation and interpretation of written errors of Arab EFL learners. TESOL Quarterly, 19, 335-352.

The study attempted to evaluate the communicative effect on native speakers of a selected sample of grammatical and semantic errors in written English. The result raises questions about the basis of intelligibility judgments, since they do not appear to reflect native speakers' actual comprehension of the meaning intended by the writer. The study's implications for classroom teaching and communicative error evaluation are discussed. [AA; modified AW].

Kharma, N.N. (1987). Arab students' problems with the English relative clause. International Review of Applied Linguistics, 25 (3), 255-266.

Presented is a comprehensive study of the difficulties encountered by Arabic-speaking students in the formation of relative clauses in English, particularly in the written language. A variety of errors were collected from the free essay writing of university students, and from translation (Arabic into English). Analysis indicates that nearly all persistent errors can be ascribed to interference or negative transfer from Arabic. The author posits that this should be taken into account when designing materials or teaching the English relative clause to Arabic speakers. [AW modified].

Kharma, N.N. & Hajaj, A.H. (August 1989). Use of the mother tongue in the ESL classroom. International Review of Applied Linguistics, 27 (3), 223-235.

The article describes the results of a field study in which teachers, supervisors and students were asked about their attitudes towards using the mother tongue and the situations and the purposes for which they use it. Recommendations for a systematized and profitable use of the mother tongue in the second language classroom are

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outlined. [AA; modified AW].

Mitleb, F. (1985). Intelligibility of English 'voicing' produced by Arabs. Journal of Phonetics, 13, 117-122.

An intelligibility test revealed that native English listeners had no serious difficulty identifying 'voiced' from 'voiceless' obstruents in the English minimal pairs spoken by 10 Arabs. It also confirmed that non-segmental level differences between languages play a crucial role in second language learning. [AA; modified AW].

Mukattash, L. (1986). Persistence of fossilization. International Review of Applied Linguistics, 24, 187-203.

Described is an error analysis of the interlanguage of 80 Arab learners of English. The study was concerned with fossilization and backsliding and examined the role and significance of systematic error correction and explicit grammatical explanation in adult foreign language education. The type and nature of certain grammatical errors which are characteristic of the interlanguage of Arab learners of ESL are also investigated. [LT; modified AW].

Remsbury, J.A. (1988). Interference-problems of Arabic-speaking learners of English and French. British Journal of Language Teaching, 26, 119-120, and 125.

The article considers interference problems of Arabic speaking learners of French and English on four levels: single-word; grammar rule; intonation; and the study of French and English literature. [AA; modified AW].

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Sheik Ibrahim, A.-L.M. (1986). The interlanguage stress phonology of Arab learners English: Influence of universals as well as dialect, distance, and task (psychotypology, proficiency). Dissertation Abstracts International, 47, 2569A.

Investigated are the important factors involved in the production of stress patterns by Arab EFL learners. A stepwise multiple regression analysis confirmed a significant relationship between task variation and accuracy on stress performance. [DAI; modified AW].

Walton, D.J.A. (1986). A comparative study of computer-assisted instruction, programmed instruction, and lecture in the teaching of English conditional sentences to native speakers of Arabic. Dissertation Abstracts International, 47, 102A.

Examined is student achievement under three learning strategies: computer-assisted instruction, programmed learning, and lecture/discussion. The study looked at attitudes to CAI and PI. Both the parametric and non-parametric statistics reported significant differences in attitude to CAI, with the CAI group showing more favorable attitudes than the PI and L/D groups. [DAI, modified AW].

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Alothman, N. (1990). The effectiveness of the ESL program at Kuwait University as perceived by selected administrators, ESL teachers, and university students. (Doctoral dissertation, University of Southern California, 1989). Dissertation Abstracts International, 50, 1969A.

The study set out to determine the overall effectiveness of the ESL program at Kuwait University. All subjects clearly acknowledged the need for English language abilities, although their level of satisfaction with the ESL program they suggested that methodologies and curricula needed to be more carefully formulated, needs assessment to be performed and placement procedures to be evaluated. [DAI; modified AW].

Homiedan, A.H. (1985). Utilizing the theory of articulation settings in the teaching of English pronunciation to Saudi students learning English as a second language (Palatography). (Doctoral dissertation, University of Kansas, 1985). Dissertation Abstracts International, 46, 3018A.

Differences in tongue position and motion in Arabic and English speech to confirm native speakers' notions of the tongue anchorage of the languages are examined. Articulatory setting theory and pedagogical practice in the teaching of phonology to language learners is surveyed and implications and strategies for the teaching of English pronunciation to Arabic speakers advanced. [DAI; modified AW].

Kayed, I.M.H. (1985). The influence of Arabic grammar on edited and non-edited English used by Arabs. (Doctoral dissertation, University of Missouri, Columbia). Dissertation Abstracts International, 47, 522A.

Investigated is Arabic interference in edited and non-edited formal English used by Arabs. The most

common deviations occurred in the use of articles and prepositions. The recurrence of "interlingual" deviations and their occurrence in all Arab countries results in a linguistic system also has intralingual consistency. The author believes that when Arabs use English for several generations they develop a dialect of English, labelled "Arab English". [DAI; modified AW].

Koura, A.A. (1987, August). Verbal interaction patterns of selected EFL teachers in Egyptian secondary schools. (Doctoral dissertation, George Washington University, 1986). Dissertation Abstracts International, 48, 294A.

The study attempted to identify the verbal interaction patterns of EFL teachers in Egyptian secondary schools. The findings revealed that high effective teachers use the foreign language much more while the low effective teachers use the native language a lot more. The study suggests that EFL teachers should be trained in appropriate verbal interaction. [DAI; modified AW].

Mansouri, S.M. (1988). Learning English language and literature in Saudi Arabian universities: Students' perceptions of successful and unsuccessful methodologies. (Doctoral dissertation, University of Central Florida, 1988). Dissertation Abstracts International, 49, 1721A.

This study focuses on identifying students' perceptions of the most successful and least successful methodologies of teaching/learning English. The author maintains that students of any foreign language need a constantly improved curriculum which uses methods aimed at minimizing and simplifying the major language and cultural differences. [DAI; modified AW].

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Mikdadi, M.F.A. (1985). An investigation of oral reading miscues generated by bilingual college students reading expository materials in Arabic and English. Dissertation Abstracts International, 46, 3667A.

Described is a study of the applicability of the Reading Miscue Inventory to the Arabic language and comparing the strategies utilized by the subjects when reading in Arabic and English. The inventory was found to be applicable for the analysis of miscues in Arabic language. Some differences between the readers' strategies in reading were discovered, but could be attributed to the particular characteristics of Arabic. The readers' level of comprehension in Arabic was higher than that in English. [AA; modified AW].

Mosallem, E.A. (1984). English for police officers in Egypt. The ESP Journal, 3, 171-181.

The author surveyed 150 officers in ten different departments of the police force in Egypt in order to assess their needs when using English on the job. The survey showed that, to some extent, the need for English is determined by the specialized department in which an officer works. However, there are enough general needs to make it feasible to propose a common core course for all officers, regardless of specialization. The author describes the needs of officers in several departments and then offers suggestions for a common core syllabus. [AA; modified AW].

Qandil, M.A. (1986). The effect of text structure and signalling devices on recall of freshmen Arab students. (Doctoral dissertation, University of North Texas, 1986). Dissertation Abstracts International, 47, 1266A.

The study examined the effect of text structure and signalling devices on immediate and delayed recalls of Arabic-speaking freshmen. The findings suggest that training non-native speakers in identifying and utilizing different rhetorical

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structures might facilitate their reading comprehension. There is also a need in writing instruction so that writers can offer this facility to their readers. [DAI; modified AW].

Salma, N. (1988). British and American English in the classroom in Cairo and Quwait. TESL Reporter, 21 (1), 9-18.

Teachers of ESL/EFL generally find a marked preference in different countries for either American or British English. It is suggested that teachers make students aware of both varieties, discuss differences between them and encourage tolerance of both varieties. Some examples of varietal differences found in student writings and speech are provided. [AA; modified AW].

Al-Shammary, E.A.S. (1984). A study of motivation in the learning of English as a foreign language in intermediate and secondary schools in Saudi Arabia. (Doctoral dissertation, Indiana University, 1984). Dissertation Abstracts International, 46, 90A.

Investigated is the motivation to learn EFL in the intermediate and secondary schools in Saudi Arabia. (Motivation was found to peak by grade 10, and then to decline a little by grade 11 and then remain unchanged thereafter). The results of this study cast some doubt on previous research findings concerning the increase in the motivation to learn a second or a foreign language with the increase of the learner's age and educational level. [DAI; modified AW].

Shorrab, G. (1986). Bilingual patterns of an Arab-English speech community. International Journal of Sociology and Language, 61, 79-88.

Analysis of data collected from taped interviews with immigrant families revealed that first-born children are more proficient in English than their siblings. Arabic is the predominant language only for the purpose of speaking with parents;

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children's attitudes towards English improve over time; most parents believed bilingualism to be beneficial. It is suggested that the bilingual pattern studied demonstrates the impact of cultural assimilation on the process of language acquisition and the importance of parental attitudes shaping children's linguistic implications. [AA; modified AW].

Youssef, A. & S., E. (1985). Parental attitudes on Americanization and bilingual education: The Dearborn, Detroit, and Farmington study. The Bilingual Review/La revista billingue, 12, 190-197.

Described is the attitude of a growing Arabic-speaking community in Michigan, which has the largest concentration of Arabs in the US. Overall all 44 students were unanimously positive toward bilingual education. Arabs' perception of ethnicity and their role in their children's education were also discussed. [LT; modified AW].

Al-Zayani, M.R. (1985). An analysis of English reading curriculum and instruction in Bahrain. (Doctoral dissertation, University of Southern California, 1985). Dissertation Abstracts International, 46, 2173A.

Qualitative and quantiative data collected during the observational study carried out in Bahrain public schools implied positively that good readers are better achievers in language learning and all subjects, whether Arabic or English. Instructors should be aware of the conceptual framework of the curriculum in order to effectively implement it. Encouragement from teachers and parents, and warm environments are indispensable to nurturing interest in learning and literacy development. [DAI, modified AW].

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Zizi, K. (1987). Contrastive discourse structures of argumentative and newspaper prose in Arabic, French and English: Suggestions for prose in teaching/learning English as a foreign language for journalistic purposes (JSP) in Morocco. (Doctoral dissertation, University of Illinois at Urbana Champaign). Dissertation Abstracts International, 49, 86A.

This study examines the discourse structures of argumentative and informative newspaper writing within and across Arabic, French and English. It describes similarities and differences by language and genre, and provides suggestions for teaching English as foreign language for journalistic purposes (EJP) in Morocco. Pedagogical suggestions for EJP include sensitizing the learners' awareness of implicit information, alerting them to the amount of repetition that they can appropriately include in each situation, and training them in how to convince and to inform. [DAI; modified AW].